Methods of Teaching English SED 525EN

California State University, Northridge
Michael D. Eisner College of Education
SED 525EN: Methods of Teaching English; Course No.15170

Instructor:.
E-mail:
Office:
Office Hours:
Telephone:

Required Textbooks and Materials

- Course flash drive with assignments and required readings (available at the first class for $20).
- A bound hard copy of *Instructional Planning: A Guide for Credential Candidates* (available at first class for $10).
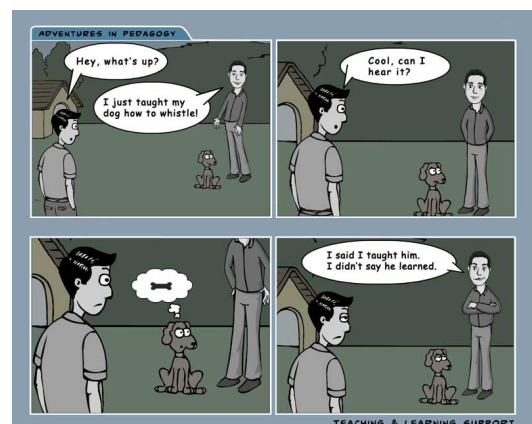- An outside reading book (see list on flash drive).

Required (FREE!) List Serves, online communities, and APPS

- The Teaching Channel (https://www.teachingchannel.org/users/sign_up). See list of recommended programs (3-15 minutes each). Try to view those that connect to each week's focus—as you have time.
- Common Core State Standards Update (join-commoncore@mlist.cde.ca.gov)
- eStandards App (Android or Apple) FREE from the Sacramento County Office of Education (http://estandards.scoecurriculum.net/index.html)
- The English Companion NING: FREE at http://englishcompanion.ning.com/.

College of Education Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of professional knowledge and skills.
- We value the use of evidence for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative and reflective thinking and practice.

ADVENTURES IN PEDAGOGY

Hey, what's up?

I just taught my dog how to whistle!

Cool, can I hear it?

I said I taught him. I didn't say he learned.

TEACHING & LEARNING SUPPORT

"If teaching was telling, we'd all be so smart we wouldn't know what to do."

Robert Mager, 1984

Course Objectives: This is the planning course for your English credential. The focus is on teaching you how plan effective, student-centered, standards-based instruction and related assessments that will help you gauge student learning in response to your instruction.

Students will be able to:

- recognize and apply theories, issues, and best practices central to the teaching of the English language arts;
- select appropriate materials and activities for CCCSS-aligned composition, reading, literature, language, and speaking and listening instruction for students of varying abilities, grade levels, and cultural backgrounds;
- develop CCCSS-aligned lessons that integrate the teaching of composition, reading, literature, language, speaking and listening;
- develop and use a variety of methods for the assessment of student learning in English classes;
- self-assess their educational philosophies and instructional practices;
- write effective, complete CCCSS-aligned lesson plans;
- develop an effective CCCSS-aligned unit plan that demonstrates understanding of The California Common Core State Standards, best practices, the Expository Reading and Writing Course (ERWC) Assignment Template, and California's Teaching Performance Expectations (TPEs); and
- identify resources for continued professional development.

Student Learning Outcomes

Single Subject Credential candidates will demonstrate proficiency in California's Teacher Performance Expectations (TPEs), which serve as the SLOs for the program:

TPE 1) Engaging and supporting all students in learning

TPE 2) Creating and maintaining effective environments for student learning

TPE 3) Understanding and organizing subject matter for student learning

TPE 4) Planning instruction and designing learning experiences for all students

TPE 5) Assessing student learning

TPE 6) Developing as a professional educator.

Class Policies

Attendance

Success in this course depends upon active participation; therefore, attendance is critical. Excessive absences, tardies, and early departures may result in deductions from your class participation grade. If you are absent, be sure you have contacted me. You are responsible for finding out what you missed from your classmates. It is professional courtesy to always email your professor if you will be/are absent.

Class Preparation

Because the success of this class hinges on the preparation and participation of its members, you are expected to have the appropriate text(s) and any written preparation completed and with you in class. **Although there are no quizzes on the readings, you are responsible for all, even if we do not discuss them.** This is a graduate course. Many weeks you will have approximately 70-100 pages of reading. Assume 2-3 hours of preparation for each hour of class time.

Assignment Submission

Many assignments can be submitted digitally by emailing them to krowlands@csun.edu. Label all emailed assignments with your last name and a shortened assignment title (e.g. Rowlands_memory). **Assignments are NOT accepted via Google docs.**

- **Late Assignments**

   Assignments are due as scheduled. Late assignments may not receive full credit and submission must be discussed with the instructor. Late assignments may not be accepted after one week. Even if you give your work to a classmate to hand in, it remains your responsibility to see that I receive it. Technical failures do not excuse late work.

- **Conduct**

   Professional and personal courtesy is anticipated. Please silence cell phones during class. Plagiarism and cheating are unacceptable practices and grounds for failure in all academic courses.

- **Manuscript Form**

   In-class writing and personal responses may be typed or handwritten (**double-spaced**). All formal writing/assignments must be typed, double-spaced. Label emailed assignments Name_assignment (e.g. Rowlands_memory).

- **Class Participation**

   This includes preparation, having access to assigned readings during class (digitally or hard copy), group work, reading responses, and contributions to discussions (in class and on CANVAS). Your use of electronic devices during class time should be related to class activities (checking email, texting, or posting to FB, for example, is inappropriate during class). You begin with 50 points, but lose points for lack of preparation and/or participation.

Important Notice on CSUN Communication:

CSUN sends all official communications by e-mail, including registration information. To forward your CSUN e-mail to your Google, Yahoo, Hotmail, or other preferred address, go to www.csun.edu/account, log in, and select Mail Forwarding. Some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

Grading and Assignments:
Assignments are graded using rubrics with predetermined criteria. Grade challenges must be put in writing and submitted to the instructor within one week of returned grade. Assignments have different point values. Semester grades are determined by adding the total points earned and dividing by the total points possible. Expect approximately 800 points for the semester.

A =93-100%	C+ =76-79%
A- =92-90%	C =73-75%
B+ =86-89%	C- =70-72%
B =83-85%	D =60-69%
B- =82-80%	F =59% and below

Writing-Reading Notebook (WRN): 105 points. This can be digital or hard copy, and is collected and responded to twice during the semester for 55 or 50 points each. **They will NOT all be collected at the same time and collection will be random.** See flash drive for detailed directions and MAC and PC samples.

Ideology Chart and informal self-reflective papers: Designed to help you understand yourself as a developing teacher and/or assess your processes, these two credit/no credit assignments are each worth 25 points.

Mini Lesson Plan: 50 points. You will plan a 10-minute CCCSS-aligned LANGUAGE lesson, present it to a group of 3 colleagues for peer response, and hand in the written plan for a grade. DHH 1.6, 1.7, 2.5, 3.2

Memory Writing for Publication: 100 points. You will complete this writing assignment to be used in Writer's Workshop with your peers. You will revise it in response to group comments, and email it, properly labeled to krowlands@csun.edu for publication.

Lesson Plan: 100 points. You will create a detailed CCCSS-aligned lesson plan focused on teaching writing. Note: if you earn a "C" (79%) or lower on this task, you will have to complete a second plan focused on teaching reading.

Book Review: 100 points. You will read a professional text from an approved list (on flash drive) and write a book review for possible journal submission. These will be published and shared.

Unit Plan: 200 points. You will create an eleven-day CCCSS-aligned unit plan roughly based on EdTPA guidelines and containing an introduction, overview, five lesson plans (including Day 1), and the unit assessment and evaluation tools. The Unit Plan will be text-centered (literature or informational text) and based on the Assignment Template from the ERWC (found on the flash drive and in the *Instructional Planning Guide*). DHH 4.3, 5.3

Recommended Resources
Selected apps for educators (See flash drive.)

National Council of Teachers of English
http://www.ncte.org

ReadWriteThink
www.readwritethink.org

Dan Sato's Website for Students (free instructional resources to use with students)
www.mistersato411.com

Brokers of Expertise Digital Chalkboard
https://www.mydigitalchalkboard.org/

Less Us, More Them
Creating student-centered contexts for learning

Illustrated by Peter H. Reynolds

NOTE: YOU SHOULD HAVE YOUR INSTRUCTIONAL PLANNING GUIDE, AND ACCESS TO YOUR FLASH DRIVE CONTENTS (KEEP IN YOUR CSUN BOX IF YOU ARE WORKING FROM A TABLET) AND THE WEEKLY PPT (FROM CANVAS) AVAILABLE DURING EVERY CLASS.

ASSIGNMENT	POINTS	DUE DATE	GRADE EARNED
Syllabus Response	25	9/6	
Ideology Chart and Informal Self-Reflective Paper	25	9/6	
Book Review book choice to krowlands@csun.edu	--	9/13	--
Mini Lesson (presented and handed in)	50	9/20	
Memory Writing draft for peer review	--	10/4	--
Memory Writing for publication	100	10/11	
Lesson Plan: Teaching Writing (Draft for peer review 10/18)	100	10/25	
Make-Up Lesson: Teaching Reading (selected students). Higher of two lesson plan grades used.	--	11/8	
Professional Book Review (Draft for peer review 11/1)	100	11/8	
Unit Plan (Peer Review of Introduction and Unit Overview 12/13)	200	12/6	
Revised Ideology Chart and Informal Self-Reflective Paper	25	12/13	
Digital letter to next semester's class	25	12/13	
WRN Assessment #1	55	TBD: Miscellaneous	
WRN Assessment #2	50	TBD: Miscellaneous	
Participation (incudes participation during class, on CANVAS, and on Google drive)	50	Miscellaneous	
Total	805		

TENTATIVE SCHEDULE (subject to revision)
Week 1 **August 30**

PREPARATION	IN CLASS
EVERYBODY: • Sign into CANVAS; upload a photo (no avatars, please!) • See and complete WRN task on CANVAS. • Download PPT PDF for Week 1 • Bring a device with a USB drive (if you can). • Varlas: "Ten Survival Tips from a Student Teacher" (as needed…on CANVAS).	• INTRODUCTIONS • WRITER'S-READER'S NOTEBOOK (WRN) • THEORY TO PRACTICE • IDEOLOGY, EPISTEMOLOGY, AND PEDAGOGY

Classroom teaching "…is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has invented." L. S. Shulman. *The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach*. P. 504.

Week 2 September 6

PREPARATION	IN CLASS

EVERYBODY:
 	
· Read Syllabus carefully. Record due dates of major assignments on a personal calendar and **sign Syllabus Response** (last page of syllabus) **to hand in**.
· Read at least ten of the informal letters written to you by former students (on flash drive). Write in your WRN: What have you learned about the course from these letters and from the first class? Make a list. Then list at least three things that YOU can do to be successful in this course.
· Take a Multiple Intelligence Test. Use the one at https://www.edutopia.org/multiple-intelligences-assessment or at https://mypersonality.info/test-mi/ or Google for another. Print out results. Be prepared to discuss in small groups what you learned (or didn't learn) about yourself. How accurate do you believe this assessment is? As a teacher, why should you understand multiple intelligence theory?
· Review Ideology/ Epistemology/ Pedagogy handout (on flash drive): Add 1-2 items in each column. Prepare to share and hand in. **Write a 2-3 page reflection (typed, to hand in with chart) analyzing the chart and what you learned about your "conceptual scheme" as a teacher. (U 1.7)**
· Readings
  · Kohn: "It's Not What We Teach, It's What They Learn"
  · Zemelman: "Best Practice: Bringing Standards to Life." pp. 1-27.
  · Aungst-"Using Webb's Depth of Knowledge to Increase Rigor"
  · Smagorinsky: "Multiple Intelligences in the English Classroom"
  · "You Can Grow Your Intelligence"
  · Dweck: "Boosting Achievement with Messages that Matter"
· Search for "Growth Mindset Made Visible" at the Teaching Chanel and watch "Praising the Process" (6 minutes). In your WRN, what, as a secondary teacher, can you learn from this 1st grade classroom? What does this teach you about **pedagogies** K-12? DHH 1.3,
· Make your book review choice and send choice to krowlands@csun.edu . First come, first served!
· App Exploration (as assigned)
 	
CHOOSE:
· Spend an hour exploring the Intelligences-Diversity and the Best Practices folders. Record your explorations in your WRN.
	· **Hand in Syllabus Response, Ideology Chart, and typed reflection**
	· THE CCCSS
	· WEBB'S DEPTH OF KNOWLEDGE (DOK)
	· LEARNER-CENTERED INSTRUCTION DHH 1.3, 3.2
	· BEST PRACTICE CLASSROOMS
	· UDL INTRODUCTION DHH 3.5, 3.6, 6.5
	· MULTIPLE INTELLIGENCES FIXED/GROWTH VIEW OF INTELLIGENCE
	
	THE DEFINITION OF INSANITY IS: DOING THE SAME THING AND EXPECTING A DIFFERENT RESULT.

Week 3 September 13

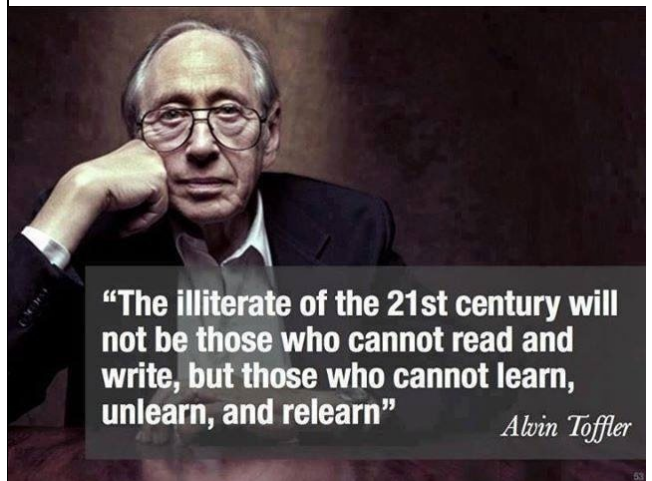| PREPARATION	IN CLASS
EVERYBODY:	• **Book Review choice due.**

PREPARATION

EVERYBODY:

- **Send book title for book review to krowlands@csun.edu by NOON on 9/20 AT THE LATEST**. Be sure to have an alternate title in case your choice is taken.
- Read your assigned Language Standard. BEGIN WITH K AND READ UP, HIGHLIGHTING CHANGES/ ADDITIONS FROM GRADE TO GRADE. Give your Standard a title. Come to class with a list of at least FOUR minilessons that you could embed during writing instruction to help students develop the proficiencies as described by SL 9-10 (or the grade you are teaching if you are currently in a classroom).
- Scan *Instructional Planning Guide* to understand what resources it provides. Read "Introduction pp. 5-6 and "An Introduction to Instructional Planning" pp. 20-28. Come with questions written in your WRN. Bring *Instructional Planning Guide* to class.
- Review "About Minilessons" in *Instructional Planning.* You may also find the lists of minilesson suggestions in Writing/writingworkshop on the flash drive helpful.
- **(U 2.1, 3.6, 3.7, 4.3, 4.8)** Readings
  - Review "Instructional Strategies List" and Mulligan: "Glossary of Teaching Practices" to see what is available for you.
  - The Engagement Wheel
  - Slate Starter Sheet-Grammar
  - Hartwell: "Grammar, Grammar, and the Teaching of Grammar"
  - Anderson: "Grammar in Context" or Weaver: "In Context of Writing"
  - Zuidema: "Grammar Workshop"
  - Andrasick: "Independent Repatterning"
  - Review "Usage Demons"

READ ANY TWO:

- Paraskevas: "Grammar Apprenticeship"
- Berger: "Systematic Approach to Grammar"
- Burke: "Developing Textual Intelligence"
- Schuster: "Beyond Grammar"
- Anderson: "Editing"
- Annable: Self Editing"
- Murdick: "What Teachers Need to Know"

IN CLASS

- **Book Review choice due.**
- USEFUL APPS FOR EDUCATORS
- THE PEDAGOGY WHEEL http://bit.luy/PWENGV5
- CCCSS LANGUAGE STANDARDS
- LESSON PLANNING DHH 1.6, 1.7, 3.2, 6.5
- MINILESSONS
- GRAMMAR AND USAGE
- EDITING

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn"

Alvin Toffler

Week 4 September 20	

PREPARATION
EVERYBODY:
 	
• **Mini Lesson due.** Written copy and presentation to peers (10 minutes **ONLY!!!**). Bring **4** copies to class. Your grade for this assignment is based on your demonstrated understanding of Standards and Objectives and your appropriate use of **FORMAT**.
 	
• Readings
   ○ Emig: "Writing as a Mode of Learning"
   ○ *Writing to Read:* Executive Summary
   ○ Manzo" "Writing to Learn"
   ○ Spend 30 minutes exploring titles in the "Writing to Learn" folder. Record your explorations in your WRN.
 	
• Subscribe to the Teaching Channel. Watch any three episodes of your choice. (See "Recommended Teaching Channel Videos" in Teaching folder on Flash Drive.) Document your choices in your WRN and respond on CANVAS as directed.
 	
CHOOSE:
• Spend an hour exploring the "Teaching Writing" folder. Record your explorations in your WRN.
	IN CLASS
	
	• MINI LESSON PEER RESPONSE
	• INTRODUCTION TO WRITING INSTRUCTION: LEARNING TO LOOK
	• RESEARCH-BASED WRITING INSTRUCTION: EFFECTIVE WRITING PROGRAMS
	• WRITING AS A TOOL FOR THINKING AND LEARNING

Week 5
September 27

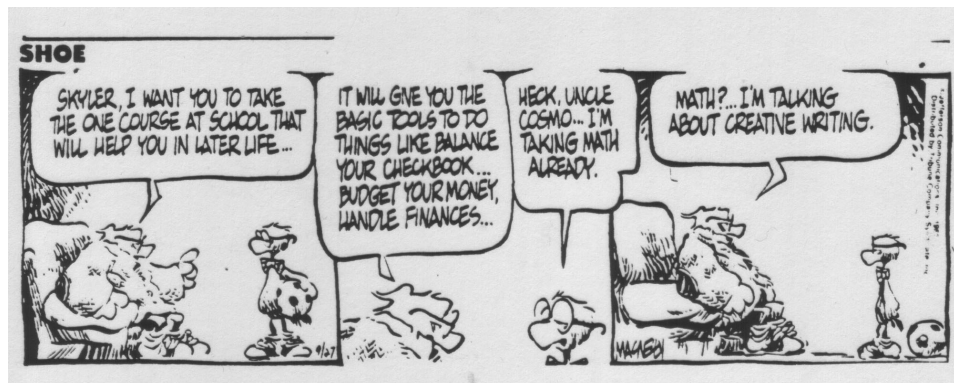| PREPARATION	IN CLASS

EVERYBODY:
 	
· Complete Learning to Look.
· **After** completing "Learning to Look," read the stories of "Agassiz and the Fish" and "The Chinese Jade Merchant" (flash drive). In your WRN, spend 5 minutes thinking about the lessons writers and/or writing teachers might learn from these stories. How do they apply to the Observation Assignment?
· Review the ELA Writing Anchor Standards Then read the W.3 spiral for grades 6-12. BEGIN WITH K AND READ UP, HIGHLIGHTING CHANGES/ ADDITIONS FROM GRADE TO GRADE. In class, we will discuss the key terms and ideas that occur throughout the grades. What knowledge and skills do students need to be considered proficient at each grade level?
· Readings
 · *Writing Next:* Executive Summary
 · Langer: "Guidelines for Teaching Students to Read and Write Well"
 · Zemelman "Best Practices" Chapter 4 pp. 132-158.
 · Graves: "7 Conditions" OR "Elements of Writing Workshop"
 · Lain: "Writing Workshop" OR Reif: "Writer's Workshop"
 · Scoffield-Writers Workshop in Secondary Classroom
 · Koshewa: "Applying Graves"
 · Rowlands: "Teaching Writing Right": In your WRN, write a 15-minute Reading Response to "Teaching Writing Write" (time yourself). When you have finished writing, spend 3-5 minutes rereading and noticing what you wrote. Mark places (if any) where new thinking emerged **as you wrote**. Circle the questions you posed. Be prepared to share your experiences.
 · Check out the Writing Process Bulletin Board file.
 	
READ ANY TWO:
  Rowlands: "Instruction (Not Instructions)"
  Murray: "Write Before Writing"
  Tyre: "The Writing Revolution"
  Jago: "Writing Is Taught"
  Lovejoy: "Self Directed Writing"
  Anderson: "What Writing Instruction Is and Isn't"
  Kittle: "Teaching the Writer's Craft"
	• WRITING INSTRUCTION: MEMORY WRITING
	• WRITING PROCESSES
	• CCCSS W3: NARRATIVE TEXTS
	• WRITER'S WORKSHOP

Week 6
October 4

PREPARATION	IN CLASS

EVERYBODY:
 	
- **Memory Writing draft for peer response**
- Readings:
  - Tsujimoto: "Revisioning the Whole"
  - Brannon: "The 5 Paragraph Essay and the Deficit Model of Education"
  - Wiley: "Resisting Formulaic Writing"
  - Miller: "Persistence of the 5 Paragraph Essay"
  - Rowlands: "Slay the Monster"
 	
READ ANY TWO:
Collins: "Strategic Instruction"
Kahn: "Making Writing Instruction Authentic"
Roen: "Coherence in Writing"
Kress: "Genre-ELA"
One additional article about the 5 Paragraph Essay (in "Genre")
	- **Peer response to Memory Writing**
	- TEACHING REVISION
	- CCSS W1 AND W2
	- CCSS TEXT TYPES
	- GENRES
	- TEXT STRUCTURES

Week 7
October 11

PREPARATION	IN CLASS

EVERYBODY:
 	
• **Memory Writing due for publication. Email to krowlands@csun.edu. Follow formatting and file naming requirements, (last name-title) please!**
• Come with a list of at least THREE CCCSS-aligned writing topics for your writing lesson. If you are NOT currently teaching, use the 9th10th grade standards. If you are teaching, use grade-appropriate standards.
• Readings
   • *Wise Eyes*
   • Moffett: "I, You, It"
   • Wiggins: "Purpose and Audience"
   • Fitzhugh: "Where's the Content?"
 	
READ ANY TWO:
   Burke: "Generating Minds"
   Broaddus: "Discovering Details"
   Smith: "Beyond the Thesis"
	• **Memory Writing due for publication.**
	• **Peer Review of Writing Lesson Plan Topics**
	• INVENTION HEURISTICS
	• PURPOSE AND AUDIENCE
	• ASSIGNMENT DESIGN
	• KEY WORDS IN WRITING REQUESTS
	• ASSIGNMENT SEQUENCES
	• FORMATIVE ASSESSMENT
	• LESSON PLANNING

Methods of assessment are determined by our beliefs about learning. According to early theories of learning, complex higher-order skills had to be acquired bit-by-bit by breaking learning down into a series of prerequisite skill, a building-blocks-of-knowledge approach. It was assumed incorrectly that after basic skills had been learned by rote, they could be assembled into complex understandings and insight. However, evidence from contemporary cognitive psychology indicates that all learning requires that the learner think and actively construct evolving mental models.

Dietel, R.J., Herman, J.L., Knuth, R.A. 1991. *What Does Research Say About Assessment?* North Central Regional Education Laboratory, Oak Brook

Week 8 **October 18**

PREPARATION	IN CLASS
EVERYBODY:	• **Writing Lesson Plan: Peer Review**
• **WRITING lesson plan due for peer review**. Remember, you are teaching something about writing, not just using writing as part of the plan. Review assignment details, Bloom's Taxonomy and the CCCSS to guide your planning. **Bring your lesson plan draft to class.**	• FORMATIVE ASSESSMENT DHH 4.3, 4.3, 5.3, 5.3
• Review the CCCSS **Reading Anchor Standards** for both informational and literary texts. What did you notice? What knowledge and skills do students need to develop?	• CCCSS READING INSTRUCTION

PREPARATION

EVERYBODY:

- **WRITING lesson plan due for peer review**. Remember, you are teaching something about writing, not just using writing as part of the plan. Review assignment details, Bloom's Taxonomy and the CCCSS to guide your planning. **Bring your lesson plan draft to class.**
- Review the CCCSS **Reading Anchor Standards** for both informational and literary texts. What did you notice? What knowledge and skills do students need to develop?
- Readings **(U 5.2)**
  - Unrue & Fletcher: "Formative Assessment" (and see "Formative Assessment Strategies")
  - *Informing Writing*: Executive Summary
  - NCTE: "High Quality Formative Assessment"
  - Toolbox: "Strategic Readers"
  - Tovani" "Characteristics of Proficient Readers"
  - Spend an hour exploring the "Reading Folder." Record your explorations in your WRN.

CHOOSE ANY ONE:
- Bardine: "Beyond the Red Pen"
- Rosen: "Alternatives to the Error Hunt"
- Christensen: "The Politics of Correction"
- Corwin: "Assessments Can Motivate"
- Gallagher: "Assessments that Matter"
- Robbins: "Grading Written Work"
- Rowlands: "Check It Out! Using Checklists"

IN CLASS
- **Writing Lesson Plan: Peer Review**
- FORMATIVE ASSESSMENT DHH 4.3, 4.3, 5.3, 5.3
- CCCSS READING INSTRUCTION

The Purpose of...

assessment is to INCREASE quality.

evaluation is to JUDGE quality.

Too short and not enough leaves. C-

When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative.

Week 9 October 25	
PREPARATION EVERYBODY: **Writing Lesson plan due** (**U 5.2**) - Read the ERWC Assignment Template PP. 1-7 to understand its various segments and how they fit together. Bring a PRINTED copy of the ERWC Assignment Template **Readings** - Burke: "Teaching Test-Taking" - Rowlands: "On-demand Writing" - Rowlands: "Test Prep Strategy: Timed Writing" - Bean: "Novice and Expert Readers" *Reading Next:* Executive Summary - Allington: "Reading Moves" - Gallagher: "Reversing Readicide" - Ivey and Fisher: "Learning from What Doesn't Work" CHOOSE ONE: - Lesene: "What We Have Learned About At-Risk Readers" - Beers: "Choosing Not to Read" - Porter-O'Donnell: "Teaching Annotation" - Brown: "I'll Have Mine Annotated"	**IN CLASS** **Writing Lesson plan due** - WRITING ON DEMAND - READING INSTRUCTION - THE ERWC ASSIGNMENT TEMPLATE - UNIT PLANNING - ELIZABETH BISHOP ASSIGNMENT

| Week 10 November 1	

PREPARATION
EVERYBODY:
 	
• **Complete the Unit Planning Thinking Sheet and bring to class for peer review.**
• **Book Review draft for peer review**
• Elizabeth Bishop Assignment (handed out 10/25)
• Readings
    ○ Ciardi: "HOW does a Poem Mean"?
    ○ Rosenblatt: "Literature: The Reader's Role" OR "The Poem as Event"
    ○ "Probst: "Reader-Response Theory"
    ○ CELA: "Effective Literature Instruction"
    ○ Wilhelm: "Literary Theorists"
    ○ Critical Theory Cheat Sheet
• Go to Dan Sato's website (www.mistersato411.com) with instructional films for students. Go to the Poetry section and choose a lesson to watch. How might you use this with students?
 	
CHOOSE AND READ ANY TWO:
• Perfect: "Rhyme and Reason"
• Young: "Portals into Poetry"
• Probst: "Dialogue with a Text"
• Stotsky: "Choosing Multicultural Literature" <mark>DHH 1.6, 2.5</mark>
• Tucker: "Reader Response Pedagogy"
• Robb: "Multiple Texts"
• Greenbaum: "Seeing through the Lens of Gender"
	IN CLASS
	
	• **Peer Review: Book Review**
	• **Peer Response to Unit Planning Thinking Sheet**
	• AESTHETIC AND EFFERENT READINGS
	• READER RESPONSE THEORY
	• POETRY INSTRUCTION
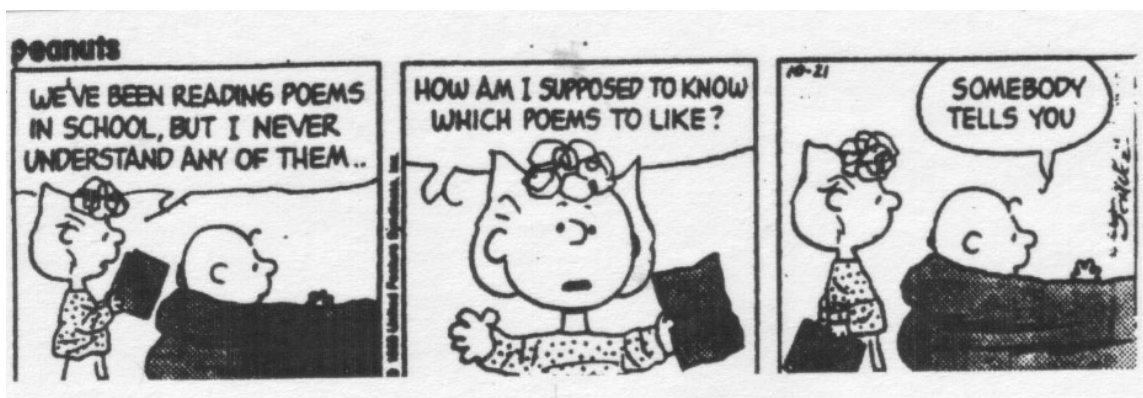
Week 11 November 8	

PREPARATION
EVERYBODY:
 	
• **Make Up Lesson Plan (reading) as required**
• **Professional Book Review due. Email by 4pm 11/8 to <u>krowlands@csun.edu</u>. Please use proper file naming (last name-title)**
• **Print out Unit Plan 01, 02, & 03 and bring to class.**
• Readings
   o Ash: "Student Made Questions"
   o DaLie: "Students Become Real Readers"
   o Langer: "Response-Based Approach to Reading Literature"
   o Andrasick: "Words Worth"
   o Bromley: "Vocabulary Instruction"
   o Flanigan: "Effective Vocabulary Instruction
   o Zwiers: "The Language of Thinking"
• Explore: Coxhead: "Academic Vocabulary" AND "High Heeled Words"
 	
CHOOSE ONE:
• Fisher and Frey: "The Power of the Word"
• Graves: "Teaching 50,000 Words"
 	
CHOOSE:
  Spend 30 minutes exploring the "Teaching Poetry" folder and another 30 minutes exploring the "Literature/Instructional Strategies" folder.
	IN CLASS
	
	• **Make Up Lesson Plan (reading) as required**
	• **Professional Book Review due. Email by 4pm to <u>krowlands@csun.edu</u>. Please use proper file naming (last name-title)**
	• UNIT PLANNING DHH 1.6, 1.7, 2.5
	• POETRY INSTRUCTION
	• LANGER'S LITERARY ENVISIONMENT
	• EFFECTIVE LITERATURE INSTRUCTION
	• VOCABULARY AND ACADEMIC LANGUAGE

Begin to put SERIOUS time into your unit plan over the next few weeks. Your Introduction and your Unit Planning Overview drafts are due for peer review 11/15. If you are wise, you will have developed your final summative assessment tool (and perhaps the rubric) by then as well. The Unit Plan is a BIG job, but quite manageable by the due date if tackled in bits as suggested. Do NOT procrastinate! **N.B. You will be asked to join the English Companion NING over Thanksgiving week. This site could be helpful for your Unit Plan, but sometimes it takes a while for your membership to be approved, so you may wish to submit your request now, rather than wait.**	

PEANUTS By Charles M. Schulz

Week 12 November 15 Guest Instructor: Professor Matt Brown	
PREPARATION EVERYBODY: • **Unit Plan Introduction and Unit Planning Overview due for Peer Review.** • Read "The Stone Boy" (handout). Prepare your Literature Circle role. • Readings o Stover: "YA Lit in Secondary Reading Programs" o Roser: "Power of Picture Books" o Tomlinson: "Creating Flashlight Readers" o Karschney: "Inspiring a Nonreader" o Ripp: "Creating Passionate Readers" READ YOUR ASSIGNED ARTICLE: • Binz: "Teaching Paired Texts" • Casey: "Engaging the Disengaged" • Blake: "Using Reader's Theater to Reach Older Readers" • Finley: "11 Alternatives to 'Round Robin' Reading" • Frey and Fisher: "Using Graphic Novels" • Wilhelm: "Getting Kids into the Reading Game"	**IN CLASS** • **Peer Review of Unit Plan Introduction and Unit Planning Overview** • LITERATURE CIRCLES • LITERATURE INSTRUCTION • CHILDREN'S PICTURE BOOKS AND GRAPHIC NOVELS • TEXT SETS

FRAZZ By Jef Mallett

TODAY WE'LL WRITE THANK YOU NOTES TO OUR FAVORITE AUTHORS. TELL THEM WHICH BOOK YOU READ, WHAT PARTS YOU LIKED AND WHY, AND WHAT YOU LEARNED FROM...

HOLD IT, MR. BURKE.

THIS SOUNDS LIKE A BOOK REPORT DISGUISED AS FAN MAIL.
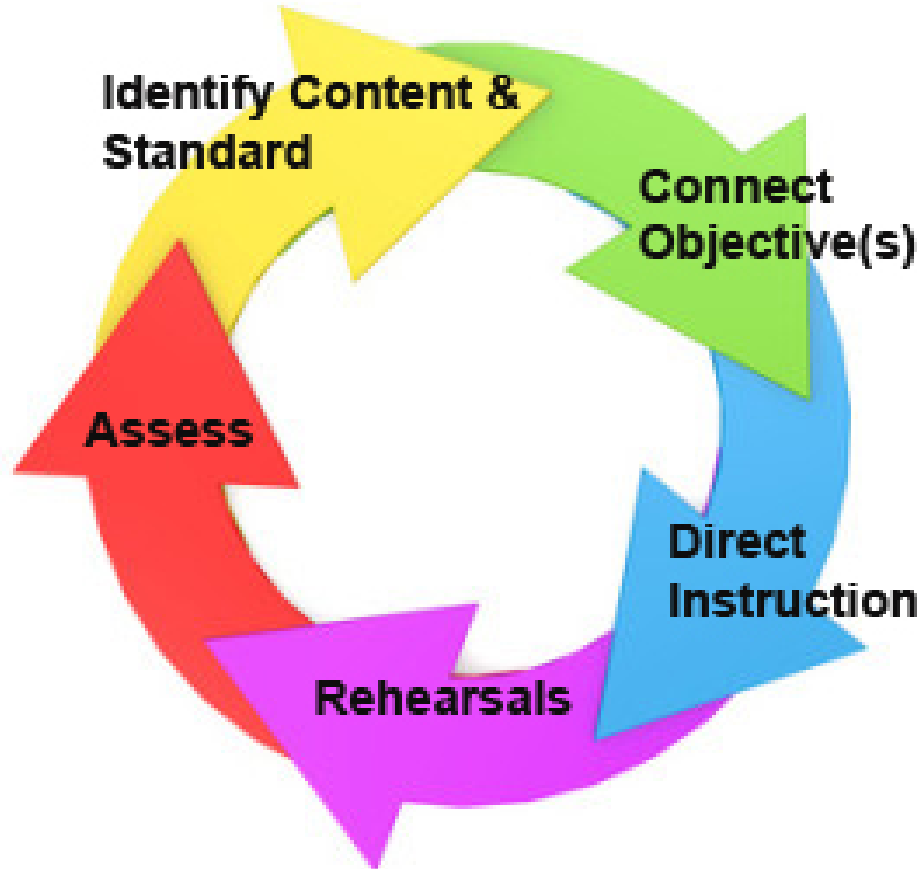
A GOOD BOOK IS EDUCATION DISGUISED AS ENTERTAINMENT.

I SEE A CON MAN DISGUISED AS A TEACHER.

November 22
THANKSGIVING WEEKEND: NO CLASS

PREPARATION
- Graff: "Transfer and Engagement." Consider what "transfer and engagement" might mean in your lesson plan. That is, are you teaching in a way that students will be able to take what they have learned and apply it elsewhere?
- Join the English Companion NING. Is there a discussion group that could help you with your Unit Plan?
- UNIT PLAN.
- UNIT PLAN.

Week 13
November 29

PREPARATION	IN CLASS

EVERYBODY:
    • UNIT PLAN!
    • Readings
        • Kittle: "Writer's Craft"
        • Gallagher: "Mentor Texts"
        • Paraskevas: "Craft of Writing"
        • Gorrell: "Imitation"
 	
CHOOSE ONE:
    • Dupont: "Mentor Texts for Authors"
    • Newman: "Mentor Texts"
    • "Stirred, but Not Shaken" (models of student writing)
	• UNIT PLAN CHECK IN
	    • SPEAKING AND LISTENING STANDARDS
	    • LANGUAGE AND WRITER'S CRAFT
	    • MENTOR TEXTS
	    • IMITATION
	    • SENTENCE COMBINING

Week 14
December 6

PREPARATION	IN CLASS

EVERYBODY:
    • **Unit Plans due! (U 4.6, 5.4)**
 	
Complete survey: What Worked for YOU?
https://goo.gl/forms/yapbNa5SnVybDJdv1
	· **Unit Plan Due**
	    · SUMMATIVE ASSESSMENTS
	    · SAMPLE CCCSS ASSESSMENTS
	    · SBAC PERFORMANCE TASKS

EXAM MEETING (5:30-7:30) College of Education 1130 December 13	
PREPARATION • Download a new copy of the Ideology/ Epistemology/ Pedagogy chart. Without looking at your earlier version, fill it in based on your current beliefs. Compare your two charts. Write a 2-3 page typed reflection (to hand in with the chart) about how your thinking has changed (if at all). Are there any surprises? • Digital letter to next semester's class. **Email to krowlands@csun.edu by NOON on 11/13.** **RECOMMENDATIONS:** • Becoming a Professional Folder for advice on job applications and interviews • NEA: Six Steps to Landing Your First Teaching Job: http://www.nea.org/home/38317.htm • Get Your Teaching Job: http://teach.com/how-to-become-a-teacher/get-your-teaching-job • Teacher Support Network: http://www.teacherssupportnetwork.com/corporate/TeacherToolsAdviceArticle.do?id=11 "First Teaching Interview"	**IN CLASS** • **Ideology Reflection Due** • **Digital letter to next semester's class due.** • SEMESTER WRAP-UP

Syllabus Response

You must complete and sign this form in order to pass the course. By signing this form, you indicate that you have read the course syllabus, and you agree to abide by the policies it contains.

Please complete the following. **Print clearly and make certain the information is complete. Inform me of any changes that occur during the semester (krowlands@csun.edu).**

Name _____

Contact Phone: _____ Non-CSUN Email: _____

Please answer the following questions:

Identify the credential courses you have completed and those you are taking this semester and/or respond to the bottom two questions as appropriate.

Credential Classes		Completed	Taking This Semester
SED 511 EPC 420 SED 525EN SED 544/554S SED 514 AAS/CHS/ELPS/PAS 417	SED 521 SED 529 SPED 420 HSCI 466DO SED 555/555S		
I am seeking an additional authorization.		Yes	No
I have a credential in….			

Are you currently in a classroom? If so, where, at what grade level, and in what capacity?

Do you generally enjoy reading and writing? Explain.

What would you like help with as a writer/future teacher of writing?

What would you like help with as a reader/future teacher of reading and literature?

I have read the syllabus carefully and understand my obligations in this course during the forthcoming semester. I understand that this course is both important for my classroom success and demanding of my time and energies. I am prepared to schedule my time accordingly.

_____   _____

Name   Date

Writer-Reader's Notebook (WRN) Overview (Adapted from Linda Rief) <mark>**(U 3.1)**</mark>

"Keeping a notebook is the single best way I know to survive as a writer. It encourages you to pay attention to your world, inside and out. It serves as a container to keep together all the seeds you gather until you're ready to plant them. It gives you a quiet place to catch your breath and begin to write."
Ralph Fletcher. *Breathing In, Breathing Out: Keeping a Writer's Notebook*

Writing-Reading Notebook (WRN): 105 points. This can be digital or hard copy, and is collected and responded to twice during the semester for 55 and 50 points each.

EXPECTATIONS
- To maintain a record of your thinking and learning in SED 525EN
- To provide you, as a learner, with a metacognitive tool to use for reflecting on your thinking and learning throughout the course.
- To experience the value(s) of a WRN for learners of all ages

YOUR WRN SHOULD HAVE THE FOLLOWING:

COVER. Decorate with images that reflect interests, characteristics, and/or stories important to you.

TABLE OF CONTENTS or SECTION TABS (hard copy or digital WRN) identifying each week's entries (Week 1, Week 2, etc.).

READING LISTS If you are keeping a hard copy WRN, leave several pages at the beginning of your WRN for these lists. You may wish to create two columns on a page and use one column for each category. You should add to these lists throughout the semester.
•   Books I Am Currently Reading
•   Books I Want to Read

A LABELED AND DATED SECTION FOR EACH WEEK (USE THE SYLLABUS) THAT INCLUDES:
- WRN Assignments as per syllabus
- Reading Responses: 15 minutes of writing (use a timer!) in response to the week's assigned readings (identified by author and brief title). Plan on reading at least one hour a night, 3 times a week. You should do this writing as soon as possible after you have read. Try to do more than simply summarize; think of these as reflective responses. What are you learning about teaching? About learning? How does your reading fit with your own experiences as a teacher or a student? These reflective responses can be aggregated; that is, if you read 3 articles in a single sitting, you can address all of them in a single 15-minute response.
- Any class notes, identified as such. Include in-class WRN writing here.
- Teaching Advice to Yourself. List teaching recommendations—things to implement in your classroom and things to avoid. Although these are notes to yourself, write them in enough detail that a classmate or the professor could understand what you mean. Date each item.

Ideology-Epistemology-Pedagogy (U 6.2, 6.2)

"...a way of teaching is never innocent. Every pedagogy is imbricated in ideology, in a set of tacit assumptions about what is real, what is good, what is possible, and how power ought to be distributed" (23).

> James A. Berlin. "Rhetoric and Ideology in the Writing Class." *The Writing Teacher's Sourcebook.* 4th ed. Ed. Edward J. Corbett, Nancy Myers, and Gary Tate. New York and Oxford: Oxford UP, 2000.

Ideology Chart and informal self-reflective papers: Designed to help you understand yourself as a developing teacher and/or assess your processes, these two credit/no credit assignments are each worth **25 points**.

Ideology What you believe about teaching and learning: What is/are the role(s) of teachers? What is/are the role(s) of students?	Epistemology What you believe about knowledge: What is it? How is it obtained? What is "true"?	Pedagogies What methods of teaching are consistent with the ideologies and epistemology you have identified?

Mini (Focus) Lesson Assignment
(U <mark>1.8, 2.2, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 3.8, 4.1, 4.2, 4.4, 4.5, 4.7, 5.1, 5.8</mark>)

Mini Lesson Plan: 50 points. You will plan a 10-minute CCCSS-aligned LANGUAGE lesson, present it to a group of 3 colleagues for peer response, and hand in the written plan for a grade.

This assignment focuses on the first two CCCSS Anchor Standards for **Conventions of Standard English:**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Using the appropriate format, prepare a 10-minute mini lesson designed to teach 9th graders HOW to use language conventionally. You will need to look at 9.L.1 and 9.L.2 to identify the specific appropriate content for 9th graders. (IF YOU ARE CURRENTLY TEACHING, ADJUST THIS ASSIGNMENT FOR YOUR GRADE LEVEL!)

You may wish to use models of conventional and unconventional use (student samples or samples culled from other sources), charts, graphs, animations, poems, or songs to engage students and get your point across.

Prepare copies of your written lesson plan for three responders.
1. Prepare **an additional** copy of your plan to hand in for evaluation.
2. You will present your lesson to a group of colleagues who will respond as learners and critique your lesson as peers.

Evaluation:

Your colleagues will use a rubric to assess **the presentation** of your lesson.

I will use a modified version of the lesson plan format for the final project to assess your written lesson plan, as follows:

Criteria	1-5 1= low; 5= high)
1. Lesson plan follows assigned format using appropriate content.	
2. Appropriate CCCSS and linked learning objectives are clearly represented	
3. Lesson plan has quality content, is rich in detail, and includes copies of any attachments/ handouts/ rubrics used in the lesson	
4. Lesson plan is easily readable with correct order of items clearly labeled, uses correct mechanics, and avoids prose, except in assessment of lesson effectiveness.	
5. Assessment/Evaluation section clearly delineates how learning is assessed or evaluated.	

Memory Writing for Publication: 100 points.

You will complete this writing assignment to be used in Writer's Workshop with your peers. You will revise it in response to group comments, and email it, properly labeled to <u>krowlands@csun.edu</u> for publication. **(U 2.3)**

Memory Writing Rubric

Name:

	Possible Points	Points Earned	Comments
Interesting title	20		
Effective use of show, don't tell	20		
Effective organization (chronological or spatial)	20		
Dominant impression	20		
Correct use of standard written English	20		

Comments:

10/28/2021

Lesson Plan: 100 points. You will create a detailed CCCSS-aligned lesson plan focused on teaching writing. Note: if you earn a "C" (79%) or lower, you will have to complete a second plan focused on teaching reading.

(U1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.3, 5.8, 6.1, 6.5)

Provides **instruction** (i.e. **teaches** something about writing; doesn't simply **use** writing; **teaches** something about reading texts; doesn't simply **use** a text).	4 8 12 16 20
Format/ Content: Lesson plan follows assigned format using appropriate content, is easily readable with correct order of items clearly labeled, uses correct mechanics, and avoids extended prose, except in lesson commentary/reflection.	2 4 6 8 10
Standards and Objectives: Appropriate CCCSS (exact language, properly labeled) and objectives (properly worded) are clear, meaningful, and connected to each other as well as to assessment tools.	2 4 6 8 10
Chosen pedagogies are theoretically sound and suitable for lesson purpose. Lesson design scaffolds instruction, is appropriate for intended student population, and allows for differentiation as needed.	2 4 6 8 10
Instructional Planning: Lesson plan is rich in detail, has quality content (engaging and pedagogically appropriate activities), and includes copies of any attachments/handouts/rubrics used in the lesson. Plan addresses needs of diverse learners (English learners, struggling readers and writers, advanced learners, those who use non-standard English, and students with disabilities), reveals gradual release of responsibility.	2 4 6 8 10
Assessment tool(s) is/are concrete and well-designed, allow an individual range of student responses if appropriate, and provide useful information regarding level(s) of proficiency to both students and teacher. Assessment section clearly delineates how assignment is assessed (formative) and/or graded (summative), how many points it is worth (if appropriate), provides a checklist or rubric if needed.	2 4 6 8 10
Reflection Commentary: Lesson Reflection Commentary provides a thoughtful discussion of instructional choices, their rationale, and (if the lesson has been taught), their effectiveness.	4 8 12 16 20
Use of conventional English	2 4 6 8 10
TOTAL	

COMMENTS			
Format/ Content		**Formative and Summative Assessment Tools/Rubric**	
	Agenda: short phrases, too many or too few for lesson, overly ambitious.		Assessments need to mirror stated lesson objectives and standards.
	Appropriate balance of teacher instruction and student engagement.		Assessments need to connect to specific instruction.
	Needs better formatting for readability.		Rubric needs to provide a useful, concrete, measurable range of criteria.
	Overuse of prose rather than short, bulleted lists of steps.		Is assignment worth points? How many? Credit/no credit?
	Awkward or unclear directions.		
	Unacceptable number of spelling, grammar, and/or punctuation errors.	**Reflection Commentary**	
			Overly brief. Needs to be written out in full sentences.
Standards and Objectives			Needs to reflect awareness of student needs and conscious pedagogical choices to address those needs.
	CCCSS and ELD numbers, indicators, and descriptors.		Needs to explain differentiation.
	Standards and objectives should complement each other and connect to assessment tools.		Needs to comment on how instruction assists student learning.
	Objectives should be measurable, observable, and verifiable.		
		Additional Comments	
Instructional Planning			
	Lesson needs to be more student-centered.		
	Lesson plan needs to reflect "gradual release of responsibility" instruction.		
	Lesson needs more engaging, creative, thoughtful activities.		
	Activities need more step-by-step and "how-to" explanations.		
	More/less time needs to be allowed for activities.		
	Poor handouts/ attachments, or not included.		
	Later activities need to be scaffolded by earlier activities.		

Book Review: 100 points. You will read a professional text from an approved list (on flash drive) and write a book review for possible journal submission. These will be published and shared. **(U 6.3)**

Name:_____

Professional Book Review Rubric
100 Points

Evaluation Criteria	Points Possible and Earned for Each Item	
Interesting Title	10	
Includes publication information at beginning or end (author, copyright date, publisher, number of pages, ISBN, cost)	10	
Engaging opening sentence/paragraph	10	
Demonstrates a clear sense of audience	20	
Provides a clear and detailed overview of book's content	20	
Identifies potential benefits of book for the reader	20	
Demonstrates appropriate use of conventional English	10	
Total		

Comments:

Unit Plan: 200 points.

For your final project, you are to create a ten-day, text-based unit plan for an average middle or high school English classroom. Your unit plan will be based on the Expository Reading and Writing Course (ERWC) Assignment Template. **If you are currently teaching, use your authentic teaching** situation and develop a plan to use with those students. Otherwise, assume that you have thirty students of mixed ethnicity, two of whom are English Language learners; the students are reading at grade level or better. Assume 5-7 days for reading instruction and 3-5 days for writing instruction leading up to the final writing task. **You may add one day in addition to the ten days of instruction for students to complete the final assessment in class.**

(U 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.3, 5.4, 5.8, 6.1, 6.5)

Possible Text Options

9th grade
-*A Midsummer Night's Dream* - Act I (Shakespeare)
-Selections from *The House on Mango Street* (Cisneros), *The Pearl* (Steinbeck), *A Farewell to Manzanar* (Houston and Houston) or similar texts
-A single short story or several related stories
-Paired non-fiction texts on a topic of interest
-Poetry selections

10th grade
-*Othello* –Act I (Shakespeare)
-Selections from *To Kill a Mockingbird* (Lee), *Night* (Weisel), *I Know Why the Caged Bird Sings* (Angelou) or similar texts
-A single short story or several related stories
-Paired non-fiction texts on a topic of interest
-Poetry selections

11th grade
-*Macbeth* -Act I (Shakespeare)
-A single short story or several related stories
-Selection from *The Red Badge of Courage* (Crane),
-*The Glass Menagerie* (Williams), *The Crucible* (Miller) or similar titles
Black Like Me (Griffen)
-Paired non-fiction texts on a topic of interest
-Selected 20th and 21st century American poets or poems

12th grade
-*Hamlet*-Act I (Shakespeare)
-*A Doll's House* (Ibsen), *Things Fall Apart* (Achebe) or similar short works
-Paired non-fiction texts on a topic of interest
Into the Wild (Krakauer)
-Selected 19th century British poets/poems
-Selected 20th and 21st century British poets/poems

This project serves several purposes. First, it helps you grapple with the (very real) task of planning a unit that might be implemented in a real classroom. Second, it allows you to receive peer feedback on that unit with an eye to revising it and making it richer and stronger. Third, it gives you a useful deposit—"money in the bank"—for future use in your teaching files. Finally, it provides a means of assessing how well you apply what you have learned in SED 525 to the real world of your future classroom.

This Unit Plan assignment is aligned with the PACT Teaching Event that you will complete in order to earn your credential. What you learn during the process of completing this plan will serve you well as you plan and implement your Teaching Event.

Requirements

PLANNING INSTRUCTION AND ASSESSMENT

Complete a Unit Introduction (2-3 double-spaced pages), containing the following information: **TPEs 1, 2, 3, 4, 5, 6, 8 and 9**

> a. An overview of the unit, describing how it fits into a yearlong course of study.
> b. A brief discussion of how the unit uses the ERWC Assignment Template as a model to frame instruction.
> c. A brief discussion of how the unit provides students with integrated experiences in all the English-Language Arts (reading/ writing/ speaking/ and listening).
> d. An explanation of how media and technology experiences are integrated into the unit.
> e. A brief discussion of how the unit addresses the learning needs of *all* students in the class.
> f. A brief discussion of the summative assessment tool and how it is an appropriate indicator of student performance vis-à-vis your chosen standards and objectives.

2. A completed **Unit Planning Overview**: Think of this as the notes in a Teacher's Plan Book summarizing the key topics and/or activities for each day of the unit. This needs to be detailed enough to provide an outsider with a clear view of the unit and its movement from introduction to assessment. A form for this is available on the flash drive. **TPEs 3 and 9**

3. **Five Daily Lesson Plans** and all ancillary materials. In appropriate format, these plans articulate what students are expected to learn during each lesson, what they will be doing, and how their learning will be assessed or evaluated. Your unit plan needs to include at least FIVE daily plans, including your plan for Day 1, two additional plans from Week 1 and two plans from Week 2. **TPEs 1, 4, 5, and 9**

4. **Your Assessment Plan and Tools.** A brief discussion of the tool(s) you will use for ongoing (formative) assessment of student learning throughout the unit AND your final (summative) assessment tool (a "written product responding to text") and scoring rubric. **TPEs 2 and 3**

5. **A Unit Planning Commentary** (1-2 double-spaced pages). Write a commentary of one to two double-spaced pages that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed. TPEs 3 and 4

> a. What is the central focus of the unit? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the unit important for your particular students to learn? **TPE 9**
> b. Please provide the title, author, and a short discussion (about a paragraph) of salient features of the text(s) used during your learning segment. What would a reviewer who is unfamiliar with the text(s) need to know about the reading in order to understand your instruction? These might include such things as the genre, theme, plot, or linguistic features. **TPEs 4, 5, 6**
> c. How do key learning tasks in your plans build on each other to support students learning to understand, interpret, and respond to complex text, and develop related academic language? Describe specific strategies that help build student learning across the learning segment. Reference the instructional materials you have included, as needed. **TPEs 1, 2, 3, and 4**
> d. What language demands of the learning and assessment tasks are likely to be challenging for your students? Explain how specific features of the learning and assessment tasks in your plan support students in meeting these language demands.[1] **TPE 4**
> **e.** Explain how the collection of assessments from your plan allows you to evaluate your students' learning of specific student standards/objectives. **TPEs 2 and 3**

FORMAT

Your Unit Plan needs to be presented as a SINGLE document, with a Title Page, a Table of Contents, and with each page numbered. PLEASE DO NOT USE A NOTEBOOK OR OTHER KIND OF COVER. The easiest way to do this is to use the power of your software. If you create documents individually, you can use the INSERT-FILE command to combine them. For the Unit Plan Overview, you can use the FILE-PAGE SET UP command, telling the software to apply landscape set up to a segment of the whole file (e.g. the Planning Overview). When you have everything assembled, use the INSERT PAGE NUMBER command to paginate the whole.

---

[1] Language demands include such things as grammatical structures, vocabulary, or language conventions within a genre such as narrative or an expository essay.

10/28/2021

Unit Plan Evaluation Rubric
Planning Instruction and Assessment-200 points

UNIT PLAN SCORING NOTE: Although I will comment on pedagogical choices revealed in your unit/lesson plans, your unit plan will be assessed using rubric descriptors. You need to demonstrate the following:

- You understand the CCCSS and can apply them in your planning;
- You understand how to write standards-based performance objectives (when…SWBAT…);
- You understand and can use the ERWC Assignment Template as a lesson sequencing planning tool from pre-reading to entering the conversation;
- You understand how to tie your assessments (formative and summative) to the identified standards and to your objectives; and
- You understand "teaching, not telling" and can design instructional sequences that move from teaching to students' developing proficiencies (gradual release of responsibility model).

Criteria for Evaluation	Points Possible and Earned for each item	
Unit Plan Introduction complete and includes: a. An overview of the unit, describing how it fits into a year-long course of study. b. A brief discussion of how unit uses the Assignment Template to frame instruction. c. A brief discussion of how unit provides students with integrated experiences in all the English-Language Arts (reading/ writing/ talking/ and listening). d. An explanation of how media and technology experiences are integrated into the unit. e. A brief discussion of how the unit addresses the learning needs of *all* students in the class. f. A brief discussion of the summative assessment tool and how it is an appropriate indicator of student performance vis-à-vis your chosen standards and objectives. **g.** Demonstrates appropriate use of conventional English.	35	
Unit Planning Overview: a. Demonstrates appropriate movement from introductory activities to evaluation. b. Demonstrates connections with ERWC Assignment Template and movement from prereading to reading to entering the conversation. c. Daily unit standards (ELA and ELD) connected to daily objectives and instruction. d. Demonstrates appropriate use of conventional English.	30	
Five Daily Lesson Plans (Lesson 1; two additional lessons from Week 1 and two from Week 2) a. Focus on student activities and student learning; b. Integrate reading, writing, speaking and listening throughout; c. Address the learning needs of all students; d. Integrate various media and technologies (e.g. music, art, film, Internet); and e. Are complete (including handouts, PPT etc. properly labeled), appropriately formatted, and demonstrate teaching (not telling) and gradual release of responsibility. f. Reflect connections to the ERWC Assignment Template g. Demonstrates appropriate use of conventional English.	50	
Assessment Plan and Tools a. On-going formative assessments of student learning b. Appropriate tool for final evaluation of student performance (a "written product responding to text" tied to unit standards, objectives, and instruction as presented in lesson plans c. Rubric provides apt and meaningful level descriptors. d. Demonstrates appropriate use of conventional English.	50	
Unit Planning Commentary a. Responds appropriately and thoroughly to all prompts b. Demonstrates appropriate use of conventional English	35	
Total Score:		

COMMENTS:

Universal	DHH	ECSE	MMSN	EXSN
TPE1-Universal: 1.1-pg 28 1.6-pg 28 1.7-pg 7 1.8-pg 26	**TPE1-DHH:** 1.3-pg 8 1.6-pg 9 1.7-pg 9	**TPE1-ECSE:** --	**TPE1-MMSN:** --	**TPE1-EXSN:** --
TPE2-Universal: 2.1-pg 8 2.2-pg 26 2.3-pg 27 2.5-pg 26 2.6-pg 26	**TPE2-DHH:** 2.5-pg 16	**TPE2-ECSE:** --	**TPE2- MMSN:** --	**TPE2- EXSN:** --
TPE3-Universal: 3.1-pg 24 3.2-pg 26 3.3-pg 26 3.4-pg 26 3.5-pg 26 3.6-pg 8 3.7-pg 8 3.8-pg 26	**TPE3-DHH:** 3.2-pg 8 3.5-pg 8 3.6-pg 8	**TPE3-ECSE:** --	**TPE3- MMSN:** --	**TPE3- EXSN:** --
TPE4-Universal: 4.1-pg 26 4.2-pg 26 4.3-pg 8 4.4-pg 26 4.5-pg 26 4.6-pg 20 4.7-pg 26 4.8-pg 8	**TPE4-DHH:** 4.3-pg 14	**TPE4-ECSE:** --	**TPE4- MMSN:** --	**TPE4- EXSN:** --
TPE5-Universal: 5.1-pg 26 5.2-pg 13 5.3-pg 28 5.4-pg 20 5.8-pg 26	**TPE5-DHH:** 5.3-pg 14	**TPE5-ECSE:** --	**TPE5- MMSN:** --	**TPE5- EXSN:** --
TPE6-Universal: 6.1-pg 28 6.2-pg 25 6.3-pg 29 6.5-pg 28	**TPE6-DHH:** 6.5-pg 8	**TPE6-ECSE:** --	**TPE6- MMSN:** --	**TPE6- EXSN:** --