Course Curriculum for *Literacy Essentials: Engagement, Excellence, and Equity for* All *Learners* by Regie Routman; Section 1: Engagement

Stage 1 Desired Results		
ESTABLISHED GOALS	*Transfer*	
Develop a working definition of engagement	*Students will be able to independently use their learning to…*	
• Describe the principles, examples and non-examples of classroom engagement.	Define engagement; build trusting relationships; infuse celebration within instruction; design a thriving learning environment; teach with purpose and authenticity.	
	Meaning	
Understand the importance of building trusting relationships	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *Students will keep considering…*
• Identify the conditions for fostering relationships that lead to engagement.	1. Teachers can make a difference in the lives of their students. (primary course understanding)	1. What can I do to make worthy difference in the lives of my students? (primary course question)
• Examine the benefits of relationship-building in a specific classroom.	2. For students to be genuinely engaged in learning, teachers need to create a classroom environment that is connected to significant and authentic work.	2. How can I create an optimal learning environment where all students thrive?
View celebration as vital for creating a positive classroom and school culture		
• Note all opportunities for celebration during and beyond the school day.	*Acquisition*	
• Re-examine planning and instructional time to include celebration.	*Students will know…*	*Students will be skilled at…*
	1. Literacy engagement and achievement are dependent on trusting relationships.	1. Fostering relationships with students, families, colleagues, and the community.
Project out a thriving learning environment	2. Celebration of strengths, before addressing needs, is a priority when preparing for responsive literacy instruction.	2. Incorporating gratitude and appreciation with regular literacy instruction.
• Optimize physical, social/emotional, and intellectual environments.	3. The classroom environment students and teachers co-create has a significant impact on students' attitudes and habits regarding learning and achievement.	3. Facilitating accessible and relevant classroom library organization, furniture arrangement, wall spaces, and collaborative conversations among students and adults.
• Craft a visual classroom environment where all students read, write, and think.	4. Real-world audience and purpose are two critical principles for authentic literacy instruction.	4. Guiding students to ask important and personally meaningful questions to research.
Prepare for purposeful, authentic instruction		
• Investigate effects of authentic and inauthentic instruction on engagement, achievement.		
• Apply the principles of planning with the end in mind to prepared instruction.		

Stage 2 - Evidence	
Evaluative Criteria	**Assessment Evidence**
(Performance is judged in terms of): • Most pressing literacy issues are examined and incorporated. • Significant questions stimulate curiosity and deep thinking. • Teachers' and students' backgrounds, strengths, needs, and interests are taken into consideration. • Guided discovery and inquiry are promoted. • Choice within structure is built into the learning plan. • Options are presented to anticipate change in plans and allow for flexibility.	PERFORMANCE TASK (*Students will show their learning by*): Design a first draft of an extended literacy lesson plan. Use Regie Routman's example from the book (Appendix C) as a model. This lesson plan should focus on promoting depth over breadth, making meaningful connections beyond literacy, keeping the end goals and purpose visible to students, and letting the audience and purpose determine the format for the work students produce. See pages 86-90 in *Literacy Essentials* for more information. Additionally, an example of the product that future students would create should be considered at this time. Consider the technologies suggested by Trish Richardson in *Literacy Essentials* (Appendix D) for ideas on how to integrate digital tools into this summative experience. Example: "Students will create/co-create a digital book that communicates students' personal goals. Use *Dreams: Listen to Our Stories* by Regie Routman and 5th grade students as an exemplar text. Incorporate audio, images/drawings, and/or text; consider using Book Creator or a similar application for this multimedia project."
1. Knowledgeable; open-minded; curious 2. Insightful; original; creative 3. Accurate; valid	*OTHER EVIDENCE: 1. Participation during classroom discussion, including reactions and responses (See "Appendix E: Talk Moves to Support Classroom Discussion" in *Literacy Essentials*) 2. Written reflection, including self-assessment and goal-setting (See "Rethink, reflect, revise" in Stage 3 – Learning Plan) 3. Short-answer assessment (quiz), including multiple choice and constructed responses (See study guide for *Literacy Essentials* to generate questions, available: https://sites.stenhouse.com/literacyessentials/study-guide/). Use digital assessment tools such as Google Forms and Quizzizz to efficiently capture students' responses. *See Stage 3 - Learning Plan, "Tailor for Diverse Learners", for suggestions on how instructor can differentiate teaching in an online-only learning environment.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction ("WHERETO")

Where we are going: The first section of *Literacy Essentials* is focused on **engagement**. In this part of the course, we will understand that engagement is a pre-requisite for achieving excellence and equity for all students.

Hook and hold interest: As a class, read the article "Joy in School" by Steven Wolk. After everyone has read the article, examine a recent Gallup poll regarding student engagement as they progress through the grades, K-12.

Next, consider the following questions to promote discussion based on the article and the visual:

1. How would you define "success" in schools? How does your current definition compare to your previous educational experiences?
2. As Wolk inquires, "What is the purpose of school?" Consider your own K-12 educational experience as your respond to this question.
3. What specific example(s) can you share that differentiates "fun" from "joy"?
4. Of the eleven suggestions made by Wolk to instill joy in school, which one(s) do you see yourself applying to your extended literacy lesson plan (final project/performance task)? Why?

Experience and equip students: Whatever we expect of our future learners, so too should our current students experience. The following knowledge, tools and know-how are designed to meet the performance goals for this unit of study.

Knowledge: For each subsection, assign the following per week:
- Read the subsection, responding to the content using close reading strategies.
- Write a reaction to the content from the section and post it on an online discussion board via your learning management system.
- Comment at least twice on two other classmates' reactions.

Tools: Start applying the Optimal Learning Model (OLM) for releasing responsibility to students regarding each week's topic of study. See "Excellence 2 – Expert Teaching Through Frontloading", pgs. 129-148 for background information on the OLM. For the first part of the course, teach with the OLM in mind; you can name it in Section 2 – Excellence.

- Demonstrate/explain how to closely read for understanding, using an article such as "Choose to Be Grateful: It Will Make You Happier" by Arthur C. Brooks.
- As a shared writing activity, develop a working definition of "engagement" together. Use a graphic organizer such as the Frayer Model to create this collective understanding. Come back to it repeatedly as you read and learn more together.

- Coming back to the essential question for this section, "How can I create an optimal learning environment where all students thrive?", guide students to develop a list of personal/professional questions that relate to this inquiry. Introduce a KWL graphic organizer to all students to use and keep track of what they think they <u>K</u>now, what they <u>W</u>ant to know, and what they <u>L</u>earned in this section. Students can maintain this running record of their learning on paper or digitally.

<u>Know-How</u>: Students will eventually be asked to become independent in their understanding of excellent literacy instruction, at least in the context of the undergraduate classroom. The following sections of Stage 3 should guide students to become more self-determining learners.

Rethink, revise, reflect: All students can be expected to write daily throughout this course, at least five days a week. The purpose is to see writing as more than just a product, but also a process as well as a tool for learning. Students can choose where to write. For example, their writing space can be public such as a blog through [Edublogs](#) or [Wordpress](#). It can also be a private journal using tools such as [Day One](#) or [Evernote](#). Writing in a print journal is also acceptable. Time to write can be provided during class, such as at the end of a lesson. Next are writing ideas for promoting this habit. Italicized text signifies a connection to the criteria in Stage 2's performance task.

- Students can maintain a list of things they are grateful for throughout the course. They can be expected to get into a habit of documenting what they are grateful for as a starting point for *facilitating engagement* in the classroom.
    - Example: "I am grateful for the opportunity to learn about the importance of building relationships with students when planning for engaging, authentic literacy instruction. As I think back to my time in K-12 education, my favorite teachers knew me as a person first, and then a student. These relationships that were built made me want to work harder and learn more from these teachers. For example, in 6th grade…"
- Students can examine the most pressing literacy issues, such as *building relationships*, by reflecting through writing their current thinking about these topics.
    - Example: "Thinking back to my written reflection about what I was grateful for, one of my fondest memories of my 6th grade teacher was when she would read aloud to us. The books she selected to share sparked real conversations around important issues to us. Reading aloud also made me want to read more independently. I bring this up because I realize that we were rarely read aloud to in middle school and beyond. Why is this? What is it about the lack of time or..."
- Students can post responses to significant questions posed during class and in discussions. For example, the wondering "How do I make time for *celebration in my classroom*?" could be an entry point for *modeling guided inquiry and discovery* in school.
- Students can generate ideas for creating a thriving learning environment by hypothesizing about their *future students' needs, strengths, and interests*. Social, emotional, and developmental understanding of students in the context of literacy would be helpful.
- Students can write personal stories about their own lives as a reader, writer, and thinker, similar to Regie's stories in *Literacy Essentials*. This reflective activity should encourage the importance of valuing stores, *choice within structure* in their future classrooms, as well as to allow for *options and flexibility* for diverse students.

Consider reading ahead, pgs. 232-235 for ideas on writing and publishing short pieces.

E̲valuate, self-assess, self-adjust: Examine the provided lesson plan in *Literacy Essentials*, using the evaluative criteria from Stage 2. Peer assessment and self-assessment should be facilitated. Instructor feedback should also be provided for students, so they can self-adjust.

T̲ailor for diverse learners: Every classroom has unique needs that may demand modifications and accommodations for every student to be successful. Consider the following suggestions for adapting instruction:

- If posting a video lecture online in a learning management system, i.e. flipped instruction, consider using applications such as Clips or the close captioning with YouTube for recording video that will provide close captioning as you speak for the hearing impaired.
- If a student struggles to document information from discussions and other more fluid learning experiences, designate one student to be the official note taker for the class. Have this student post their notes online for everyone to read. Digital tools such as Notability and a stylus can be effective in creating visually attractive notes.
- If a student struggles to communicate their thinking through the written word, consider allowing them to record their audio or video record their responses and post them online. Digital tools such as GarageBand and iMovie would be appropriate accommodations.

O̲rganize for engagement and effectiveness: As part of the final project, students will be expected to publish an original piece of writing about a topic of their choosing as it relates to the course. This writing would more closely examine one aspect of their literacy lesson (performance task) and highlight why it was included to help ensure student engagement, excellence, and equity. The writing along with the drafts and revisions that preceded this final product should be included. A short response would accompany this work to provide context for an authentic audience.

Additional Notes:

Curriculum developed by Matt Renwick on behalf of Regie Routman and Stenhouse Publishers.

Template used for this curriculum comes from *The Understanding by Design Guide to Creating High-Quality Units* by Grant Wiggins and Jay McTighe (ASCD, 2011).