

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>Make High Expectations an Instructional Reality</b></p> <ul style="list-style-type: none"> <li>Implement a diverse, challenging and viable curriculum.</li> </ul> <p><b>Reaching All Learners</b></p> <ul style="list-style-type: none"> <li>Ensure excellent instruction for every student.</li> <li>Embed curriculum that is diverse and leads to high levels of engagement.</li> </ul> <p><b>Apply Responsible Assessment</b></p> <ul style="list-style-type: none"> <li>Rely on assessment that moves the learner forward.</li> <li>Prioritize the process over a product.</li> </ul> <p><b>Develop Self-determining Learners</b></p> <ul style="list-style-type: none"> <li>Co-develop the learning environment with students.</li> <li>Guide students to independence by gradually releasing responsibility of the learning.</li> </ul> <p><b>Advocate for Students</b></p> <ul style="list-style-type: none"> <li>Equalize resources and opportunities for every student.</li> <li>Connect with families, communities, and organizations to make student learning visible and transparent.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Define equity; develop instruction to reach all learners; use assessment to move learners forward; facilitate experiences that guide students to become self-directed learners; advocate for every learner in their charge.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>Teachers can make a difference in the lives of their students. (primary course understanding)</li> <li>Students are able to reach their potential when they have access to engaging and excellent literacy instruction every year of their Pre K-12 educational experience.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>What can I do to make worthy difference in the lives of my students? (primary course question)</li> <li>How can we ensure that every student has access to a high-quality education?</li> </ol>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>A curriculum that is relevant, applicable, and aligned with teacher beliefs based on principled practices has the best chance of being successfully implemented in all classrooms.</li> <li>To build vocabulary and acquire literacy skills, learners need to read widely along with sustained time to read a lot.</li> <li>Commercial programs are a resource and not the curriculum.</li> <li>High expectations for all students regardless of label is a basis for equity.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>Teaching a concept or skill first and then labeling it later.</li> <li>Applying standards within authentic instruction (vs. a fragmented approach).</li> <li>Using assessment to inform instruction and respond to students' needs and interests in real time.</li> <li>Preparing instruction that builds on students' strengths, including the language they are most proficient in at the time.</li> <li>Relying on a variety of formative assessments, including student conferences and peer and self-assessments.</li> </ol>	

	<p>5. When teachers focus on the process, the product will improve.</p> <p>6. A classroom environment that is developed with students can foster student engagement, involvement, and responsibility.</p> <p>7. Authentic reading and writing experiences should happen on a daily basis.</p>	<p>6. Co-creating the classroom library, using student input to organize texts by a variety of genres, topics, and authors.</p> <p>7. Selecting authentic resources and applying promising practices that build stamina and a desire to read and write within students.</p>
<b>Stage 2 - Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<p><i>(Performance is judged in terms of):</i></p> <ul style="list-style-type: none"> <li>• Most pressing literacy issues are examined and incorporated.</li> <li>• Significant questions stimulate curiosity and deep thinking.</li> <li>• Teachers’ and students’ backgrounds, cultures, strengths, needs, and interests are taken into consideration.</li> <li>• Guided discovery and inquiry are promoted.</li> <li>• Choice within structure is built into the learning plan.</li> <li>• Options are presented to anticipate change in plans and allow for flexibility.</li> </ul>	<p>PERFORMANCE TASK <i>(Students will show their learning by):</i></p> <p>Students will facilitate at least one activity from the completed extended literacy lesson plan (a copy provided for all). Conduct this activity in class with peers as students. The teacher can watch and write down their observations; look-fors include but are not limited to promoting depth over breadth, making meaningful connections beyond literacy, keeping the end goals and purposes visible to students, and letting the audience and purpose determine the format for the work students produce. At the end of the lesson, hand this narrative observation, also known as an “instructional walk”, to the teacher. (See <i>Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success</i>, ASCD, 2014, for more information.) Acknowledge all of the positive aspects of their instruction as a public celebration. Review the subsection “Engagement 2 – Celebrating Learners” in the text for more information.</p> <p>At some point during the lesson activity, the example of the technology-enhanced product that future students would create should be presented to the class. For example, a student can upload a project created with Book Creator to YouTube and played during the lesson. Clear criteria for success on this project can be provided at this time and included in the plan.</p>	
<ol style="list-style-type: none"> <li>1. Knowledgeable; open-minded; curious</li> <li>2. Insightful; original; creative</li> <li>3. Accurate; valid</li> </ol>	<p>*OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1. Participation during classroom discussion, including reactions and responses (See “Appendix E: Talk Moves to Support Classroom Discussion” in <i>Literacy Essentials</i>)</li> <li>2. Written reflection, including self-assessment and goal-setting (See “Rethink, reflect, revise” in Stage 3 – Learning Plan)</li> </ol>	

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 ("WHERE TO")*

**Where we are going:** The third and last section of *Literacy Essentials* is focused on **equity**. In this part of the course, we will understand that equity "means we provide all students equal access to an excellent education", ensuring students "receive what they need and desire to reach their full potential." (Routman, p. 258).

**Hook and hold interest:** A lot of content has been explored up to this point. To connect the previous concepts of engagement and excellence to the new focus on equity, students will co-construct a mind map to understand the connection between all three concepts. *Equity* would be at the middle of this map, and *engagement* and *excellence* would serve as the primary concepts that support equity. (Click [here](#) for an example.) This mind map can be constructed as a class on a large sheet of paper. Collaborative technology such as [Coggle](#) could also be used; the concept map would be crowdsourced and co-created via the Internet. A thinking protocol such as [Generate, Sort, Connect, Elaborate](#) from Project Zero would be helpful in structuring this entry event.

**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:** At least part of the Optimal Learning Model (OLM) should be demonstrated during the delivery of the extended lesson plan by each student.

**Know-How:** Students should be able to identify what component(s) of the Optimal Learning Model were demonstrated at the end of each lesson taught by one of the students. This information can be collected using digital tools or through simple exit tickets.

**Rethink, revise, reflect:** Before presenting literacy lessons, have students examine their final project for ensuring equity using Appendix I (A19). See [the included example of an instructor's lesson plan](#) for how this reflection and revision can be facilitated.

**Evaluate, self-assess, self-adjust:** At the instructor's discretion, consider videotaping each teacher's performance of their delivery of their extended lesson plan. Share this video with the student only and encourage them to rewatch themselves to note successes and areas for growth. After delivering their lesson, each student should take the time to self-assess their instruction using the criteria outlined in Stage 2. Peer assessment can also be facilitated after the lesson delivery with clear directions about how to offer feedback in a positive manner. At this time, the instructor should issue a final evaluation for the lesson plan along with an explanation.

**Tailor 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 feature of [YouTube](#) for sharing video that will provide accompanying text 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.

**Organize for engagement and effectiveness:** 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 extended literacy lesson plan and highlight why it was included to help ensure student engagement, excellence, and equity. The final 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. In addition, students could be expected to read aloud their final writing they have submitted to stress the importance of speaking and listening.

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).