Stanford
GRADUATE SCHOOL OF
EDUCATION | Stanford Teacher Education Program

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Office Hours: by appointment—please email both instructors when requesting an appointment.

Course Overview

Welcome to the third and final course in a three-part sequence on teaching English Language Arts in secondary schools. These three courses focus on reading comprehension for students as they learn to read and interpret both fiction and non-fiction texts and communicate their ideas in discussion, writing, and other media in order to better understand texts, themselves, and the world.

Our ultimate goal is to help you, the teacher candidate, learn to build on the resources your students bring to the classroom and design lessons and units that will help your students become independent readers and writers who can fully engage the world of texts that surrounds them.

In the Winter course, we will focus on designing a conceptual unit plan using the tenets of backward design and constructivism.

Course Goals
By the end of the course, we hope you will:
- Interrogate and expand your knowledge, beliefs, and assumptions about ELA, specifically around text choices, essential questions, and assessments
- Practice flexible strategies that you can adapt for a variety of lessons; incorporate some of these strategies into your planning
- Rehearse lessons in order to hone your instructional practice and engage in feedback and revision with your peers
- Engage in social and emotional learning (SEL) practices to build classroom community; consider how you might incorporate these practices into your own teaching
- Design a conceptual unit plan based on an anchor text that
  - helps students learn a set of transferable skills and/or explores a particular concept
  - makes visible and builds on students' everyday interpretive skills and practices
  - is equitable and culturally sustaining for your students

Final Assignment

Your final assignment will take up some of these learning goals in the form of a conceptual unit plan of no more than 3-4 weeks. The instructors will model the unit design process in class, and you will draft part of your unit plan for homework each week. Detailed instructions for this assignment will be distributed and discussed in Week 1.

Course Expectations

In the final course of our C&I sequence, we hope to continue to build a collegial culture in which we can learn from one another.

To facilitate this culture, we will:
- Strive to be well prepared, responsive, and reflective teachers
- Build criteria based on our knowledge as well as your ideas, questions, and requests
- Respond to your work and emails/phone calls in a timely way
- Help build connections between your learning at Stanford and at your placement

We expect that you will:
- Attend class every week and arrive on time
- Be open-minded to new ideas and practices
- Closely read and annotate class articles
- Engage in rigorous, open-minded, and respectful class participation
- Share all assignments with us on time and complete all parts of the assignments
- Communicate with both instructors via email if you need additional support or an extension

Grading

Because we believe you can and will do these things, we expect every student in this class will earn an A. Our primary goal in responding to your assignments is to provide feedback and engage in conversation about the work you have done. Thus, we will provide comments but not a letter or numerical grade on your assignments. Instead, along with comments, you will see either a "complete" or "incomplete" on your work. A "complete" means that you have met the goals for that assignment and are ready to build on your understandings. An "incomplete" means that you will need to do some revision or addition. Responding to feedback will lead to a "complete" grade and, more importantly, is one of the best ways to learn about instructional design.

Except in unusual circumstances, you will earn a B or lower if you:
- Miss more than one class in a quarter (except in cases of Covid-related experiences)
- Arrive late two or more times in a quarter without prior notice
- Miss more than one assignment in a quarter

Because we believe that an A grade in this course is generally attainable, we consider a B grade to be of some concern. If we are concerned about your progress, we will share those concerns with you and the STEP directors to help you get the support you need. We want you to

become a capable and fulfilled teacher. You should also share any concerns about your progress with us so we can help you. *If you must be late or absent, please inform the instructors prior to class via text or email and arrange for a colleague to take notes and gather materials for you. If you think you need an extension on a deadline, you must let us know in advance.*

Course Readings & Materials

All course readings and materials will be available digitally on Canvas. If possible, we recommend purchasing a copy of *Teaching English by Design, Second Edition: How to Create and Carry Out Instructional Units* by Peter Smagorinsky, as it is a resource you might want to return to or have on your professional bookshelf. That said, all of the required and supplemental course readings from this book *are* available as PDFs on Canvas. If there is an additional chapter you are interested in, just let us know.

Support

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an *Accommodation Letter* for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 650-723-1066).

Preferred Name & Preferred Gender Pronouns

Class rosters are provided to the instructors with the student's legal name and gender designation; these records might not correspond to the name and gender pronouns you use. We will gladly honor your request to address you by your preferred name and pronouns. Please advise us of these preferences so we can make appropriate changes to our records. Please also let us know if these change at any point.

Stanford Honor Code

You are expected to follow the Stanford Honor Code. For an explanation of the Honor Code, please go to *http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding_/honorcode.htm*. If you have any questions about how it applies to a particular assignment, please ask.
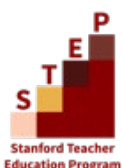
Course topics and assignments are listed on the next pages.
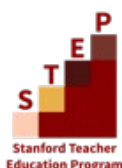
Course Topics and Assignments

Note: *This is a living document that is subject to change based on how the course is going and students' needs. We will make adjustments accordingly. All assignments and course readings will be posted on Canvas each week.*

Week / Date	Topic
Week 1 **1/4/22** **ONLINE**	**Conceptual Unit Plans & Authentic Questions** What is a conceptual unit plan? How might our own text choices and questions inform the texts and questions we include in our unit plans? How can we be intentional about bringing humanizing pedagogy into our unit plans?
Assignments DUE	● Read 3 texts over the Winter break: 　1. *The Poet X* by Elizabeth Acevedo (this will be the anchor text we will use to model building a conceptual unit plan) 　2. The primary text that you would like to practice building a unit plan around. It is recommended that you choose the text you will teach in your placement in the winter/spring. 　3. Wiggins & McTighe, *Essential Questions* Chapter 1, "What Makes a Question Essential?" ● Complete the survey we sent out to your emails in December.
Week 2 **1/11/22** **ONLINE**	**Final Tasks & Authentic Audiences** What kinds of knowledge do schools and assessments typically value? How can we expand our ideas of knowledge to include students' ways of knowing? How do our final tasks inform our unit goals and vice versa?
Assignments DUE	● **Required Readings:** 　1. Smagorinsky, *Teaching English by Design* Chapters 4 & 5, "Goals for Conventional Assessments" & "Goals for Unconventional Assessments" ● **Supplemental Readings (Optional):** 　2. Smagorinsky, *Teaching English by Design* Chapter 7, "Why Conceptual Units?" 　3. Tatum, "Choosing, Creating, and Mediating Enabling Texts" 　4. *UbD* Chapter 1, "Backward Design" (Review) ● **Unit plan:** 　○ #1 Table of Contents 　○ #2 - Essential + Text-specific questions

	○ #9 - List of texts (also place texts in "Supplemental Readings and Texts" folder)
Week 3 1/18/22	**Unit Goals & Rationale** How do we determine a rationale and set of worthwhile unit goals that will help students produce culminating texts and activities? How do we justify that our goals, essential questions, texts, and final tasks work together in meaningful ways? How do we honor and build on students' ZPDs and ways of knowing?
Assignments DUE	● **Required Readings:** 1. Smagorinsky, *Teaching English by Design* Chapters 8 & 9, "The Basics of Unit Design" & "Your Unit Rationale" ● **Supplemental Readings (Optional):** 2. *UbD Guide to Creating High-Quality Units* Module D, "Developing an Initial Sketch" 3. Zone of Proximal Development video 4. *UbD* Chapter 3, "Gaining Clarity on Our Goals" ● **Unit plan:** ○ #5 - Final task ○ #6 - Enactment of final task
Week 4 1/25/22	**Designing Rubrics** What makes an "effective" rubric or scoring guide? What are the affordances and limitations of rubrics? How might we co -construct rubrics with students throughout a unit?

Assignments DUE	● **Required Readings:**
	 1. Ferguson, "Helping Students of Color Meet High Standards"
	 2. Jigsaw: choose one reading/podcast
	      a. "Rubric Repair: 5 Changes that Get Results" (blog post) or "Episode 117: Rubric Repair" (podcast)
	      b. "Know Your Terms: Holistic, Analytic, and Single-Point Rubrics"
	      c. Gonzalez, "How to Turn Rubric Scores Into Grades"
	      d. Gonzalez, "Delaying the Grade: How to Get Students to Read Feedback"
	      e. What is Standards-Based Grading and Concept Map: Traditional vs Standards-Based Grading
	 3. Bring a copy of a rubric from one of your CT's final project/paper assignments
	 ● **Supplemental Readings:**

	4. *UbD Guide to Creating High-Quality Units* Module G, "Determining Evidence of Understanding and Development Assessment Tasks"
	5. *UbD Guide to Advanced Concepts* Module J, "Identifying Evaluative Criteria for Assessments"
	● <u>Unit plan:</u>
	    ○ #3 - Goals
	    ○ #4 - Rationale

Week 5 **2/1/22**	<u>Outlining Units & Sequencing Lessons // Discussion</u> How do we sequence a whole unit plan? How can we build opportunities for meaningful discussion into our unit plans? How can we disrupt narrow, potentially damaging views of "academic" discussion? What specific moves and strategies can we use to facilitate high-quality discussions?

Assignments DUE	● <u>Required Readings:</u>
	    1. Smagorinsky, *Teaching English by Design* Chapters 10 & 15, "Outlining a Unit" & "Down and Dirty 2 (with Darren Rhym)" Note: Please skim chapter 15.
	● <u>Supplemental Readings (Optional):</u>
	    2. Metz (2020). "Amplifying Academic Talk: High-Quality Discussions in the Language of Comfort" (2020)
	    3. Facilitation Moves for Promoting Student Uptake (resource from Stanford Hollyhock Program)
	    4. Gonzalez, *Cult of Pedagogy*, "The Big List of Class Discussion Strategies"
	    5. The Kindling of Rich Discussion: Authentic Questions (resource from Stanford Hollyhock Program)
	● <u>Unit plan:</u>
	    ○ #8 - Final task rubric/scoring guide

Week 6 **2/8/22**	<u>Outlining Units & Sequencing Lessons</u> How do we sequence our unit plans in ways that build toward deeper and meaningful literary interpretation? How might reading strategies like affective evaluation ("Up/down/both/why") along with reading comprehension instruction be useful for our students? Where can we build in opportunities for formative assessment throughout our unit plans?
Assignments DUE	● <u>Required Readings:</u> 1. Skim one of the following readings that would be most helpful depending on your student teaching context:

	○ **General differentiation:** *UbD Guide to Advanced Concepts* Module N, "Differentiating—Tailoring the Learning Plan to the Learners"
	○ **Specific differentiation for language development:** Baecher, "Differentiated Instruction for English Language Learners: Strategies for the Secondary English Teacher"
	● <u>**Supplemental Readings (Optional)**</u>
	  2. Handout: "Differentiation: Strategic Planning for the Diverse Ways Students' Learn"
	  3. Tomlinson & Imbeau (2010). *Leading and Managing a Differentiated Classroom.* Chapter 2, Chapter 6, or any other chapters that seem most relevant to your practice
	● <u>**Unit plan:**</u>
	  ○ #10 - Calendar, part 1- All goals (SWBATs) and major activities for each day

Week 7 **2/15/22**	<u>**Designing Lessons: Grammar**</u> What are some constructivist approaches to teaching grammar? What does it mean to teach grammar in context or to teach grammar for effect? What are some practical ways to support our students' understanding of grammar?

Assignments DUE	● <u>**Required Readings :**</u>
	  1. Gonzalez, *Cult of Pedagogy;* "How to Deal with Student Grammar Errors"
	● <u>**Supplemental Readings (Optional):**</u>
	  2. Ehrenworth (2003) "Grammar—Comma—A New Beginning"
	  3. Weaver (1996). *Teaching Grammar in Context* Chapters 4 & 6, "Toward a Perspective on Error" & "Learning Theory and the Teaching of Grammar"
	  4. Charity Hudley & Mallinson (2014) *We Do Language* Chapter 2, "Language Varies"
	● <u>**Unit plan:**</u>
	  ○ #10 - Calendar, part 2- Add materials, assessment, differentiation, and time

Week 8 **2/22/22**	<u>**Designing Lessons: Writing**</u> How do we design lesson plans centered on a writing skill or concept that helps students move toward the final task? How do our questioning strategies and approaches to revision position students as users of language? What makes a writing assignment authentic, and how can

	discussion serve as a bridge to good writing?

Assignments DUE	● <u>**Required Readings:**</u>
	   1. Pederson, "Revision as Dialogue: Exploring Question Posing in Writing Response"
	● <u>**Supplemental Readings (Optional):**</u>
	   2. Winn & Johnson (2011) *Writing Instruction in the Culturally Relevant Classroom,* Chapter 4 "Let the Music Play"
	   3. Wargo (2020). "A Conceptual Framework for Authentic Writing Assignments: Academic and Everyday Meet"
	   4. Mazura (2018) "Teaching Revision as an Act of Voice and Agency"
	   5. The Writing Process and The Classroom Discourse Ecosystem Graphic (resource from Stanford Hollyhock Program)
	   6. VanDeWeghe (2004) "Awesome Dude!"
	● <u>**Unit plan:**</u>
	   ○ #11 - Lesson plan 1
	   ○ Prepare for rehearsal & lesson workshop

Week 9 **3/1/22**	<u>**Designing Lessons: Reading Comprehension**</u> What makes an "effective" lesson plan? How do we design lesson plans that effectively teaches reading comprehension to build on students' ways of knowing?

Assignments DUE	● <u>**Required Readings:**</u>
	   1. Beers, K. (2003). When Kids Can't Read: What teachers can do. Portsmouth, NH: Heinemann. (Summary document)
	● <u>**Supplementary Readings (Optional):**</u>
	   2. Schoenbach "The Cognitive Tool Box" Chapter Seven of "Reading for Understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms."
	   3. Rodriguez-Mojica & Briceño (2018). "Sentence Stems That Support Reading Comprehension" *(from Educ 388A class)*
	● <u>**Unit plan:**</u>
	   ○ #11 - Lesson plan 2
	   ○ Prepare for rehearsal & lesson workshop

Week 10 **3/8/22**	<u>**Synthesizing & Celebrating Our Learning**</u> How has our thinking about English Language Arts developed over the course of the year? To what extent has engaging in the unit planning

	process developed our thinking?

Assignments DUE	• **Required Reading:**
	 1. Camangian (2015). "Teach Like Lives Depend on It: Agitate, Arouse, and Inspire"
	 • **Supplemental Readings (Optional):**
	   1. *UbD Guide to Advanced Concepts* Module K, "Refining the Learning Plan in Stage 3"
	   2. Smagorinsky, *Teaching English by Design* Chapter 3, "Planning the Whole Course"
	 • **Unit plan:**
	   ○ #11 - Lesson plan 3
	   ○ Prepare for rehearsal & lesson workshop

	Final Conceptual Unit Plan due Tuesday, March 15, 2022