

Mount Saint Mary's University
Education Department

EDU 1/256
Language and Literacy: Elementary Curriculum
Literature Week Plan with ELD Lesson

This task provides you with preparation and feedback for the following TPEs:

- Apply knowledge of students to engage them in learning (TPE 1.1)
- Demonstrate knowledge of subject matter (TPE 3.1)
- Plan, design, and implement, and monitor instruction in cross-disciplinary learning (TPE 3.3)
- Individually and collaboratively plan with other educators (TPE 3.4)
- Adapt subject matter curriculum, organization and planning to support the acquisition and use of academic language (TPE 3.5)
- Use and adapt resources and instructional materials and technology to facilitate equitable access (TPE 3.6)
- Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills (TPE 4.3)
- Plan, design, implement, and monitor instruction making effective use of appropriate instructional technology (TPE 4.4 a)
- Plan, design, implement, and monitor instruction making effective use of developmentally, linguistically, and culturally appropriate learning activities for the full range of English learners (TPE 4.4 c)
- Plan, design, implement, and monitor instruction making effective use of appropriate modifications for students with disabilities in the general education classroom (TPE 4.4d)

Overview

A literature week plan can be part of a theme being studied in another academic content area. This assignment reflects the interconnectedness of academic contents areas and related students' skills development with literacy.

As such, you will develop this week plan as a unit of study in or part of another subject area as mathematics, science, the social sciences, health, etc. When choosing the unit of study, consider the grade level standards and the subjects being taught in that other subject. You will work with a partner or group to practice collaborating planning a literacy unit of study.

For instance, in Science, you can choose Earth and the Solar System, and Energy and Matter. In Social Science, you can look at Community, California missions, ranchos, and Westward Movement. You might also consider looking at math and fractions and word problems.

Your literature plan will begin with you choosing a theme, then choosing a core literature book, and then expanding your unit from its central theme. You may look at the

California Department of Education website (www.cde.ca.gov) for a list of *Recommended Literature: Kindergarten Through Grade Twelve*. You will follow the format used in Tompkins, Chapter 11, “Literature Focus Units.” The plan can be for any grade level, 1st through 6th, that you select for 1 to 2 weeks (week 2 is extra credit) during Reading/Language Arts time, about 2 to 2 1/2 hours a day.

Preparation

1. Select a grade level, a subject area (Science, Social Science, Math, Health, Visual Arts, etc.) and a theme.
1. Select a core literature book. Determine an appropriate grade level and an over-arching theme for the plan that is intimately connected to the core book.
2. Select 5 related books for the plan that could be used but do not need to be part of the plan. These need to be intimately connected to the unit theme, and include multiethnic perspectives. One book must be an expository text.
3. Standards. Identify grade-level standards from the *Reading/Language Arts Framework for the California Public Schools* that the unit will work toward. Select no more than two standards from each domain.
4. Plan and organize your unit. Consider your over-arching theme, and the outcomes you want your students to achieve.
6. Use Tompkins Chapter 10, and the section on “Literature Focus Units,” to structure the unit. For the activities, strategies, and pedagogy exhibited in the unit, draw on all of the course material you have been introduced to so far, the Compendium in the Tompkins text, the Peregoy and Boyle text, as well as the Center for Cultural Fluency, public libraries, the web, etc. In the “Responding to the core literature book” section, consider many more options than provided by Tompkins.

Written Format of Literature Week Plan

Part 1:

1. Core Literature Book (author and title)
Unit Theme:

Grade Level:

Synopsis of core literature book (one paragraph):

2. Related books

List 5 books with a one or 2-sentence synopsis. State how each book is connected to the unit theme. One book must be non-fiction. Please identify each book as fiction or non-fiction.

3. Standards/Assessment

List the grade-level standards you will address. Select no more than two standards from each domain, but make sure you have at least one standard from each domain - Reading, Writing, Speaking and Listening, and Language. In addition, make sure that you match an activity from Section #4-Week Plan- with the grade-level standards you have chosen. In addition, detail how you would assess that standard.

Standard	Activity and Evidence of Learning	Assessment

Part II

4. Week Plan

Describe by section, how the unit will accomplish the following:

- a. Prereading for the core literature book, including finding out students' prior knowledge from both personal experience and previous academic learning.
- b. Reading the core literature book
- c. Responding to the core literature book
- d. Exploring. Describe what lessons and activities will help students explore the ideas of the core book and develop some literacy skills (i.e. build vocabulary, word wall). Explain why you are planning the activities. What will they accomplish? For example, if the students are going to use a story board, what will it accomplish? What will the students learn from it?
- e. Applying. Describe how they will apply what they have learned.
- f. (Differentiation) Describe how you are supporting English language learners, with specific examples. Include how you are using visuals, graphic organizers, realia, roleplaying, kinesthetic learning, etc.
- g. (Differentiation) Also describe how you are supporting special needs, struggling and or advanced learners. Choose one kind of learner, identify their challenge and describe your supports for that student.

h. Include at least one activity where students use technology. Students can create a power point presentation, word process a writing piece, use the overhead projector for a lesson, etc. This activity can be included in any part of the reading process.

5. Create an Integrated or Designated English Language Development lesson based on the MSMU lesson plan.
6. Create a Time Schedule Chart (Refer to Tompkins' p. 374)
The plan should be for 1 to 2 weeks, and the schedule must be word-processed. Be sure to include each of the activities described in the unit plan in abbreviated form.

**EDU 1/256 – Language and Literacy
 Literature Week Plan
 Task Rubric**

Total Points Possible = 20

Candidate Learning Outcome	Where Demonstrated	5 points Exemplary	4 points Proficient	3 points Partially Proficient	2 points Developing	1 point Inadequate
<p>TPE 1.1: Engaging and Supporting All Students in Learning. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.</p> <p>TPE 3,1: Understanding and Organizing Subject Matter Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Week Plan <input type="checkbox"/> Timeline Chart <input type="checkbox"/> MSMU Lesson Plan <input type="checkbox"/> Assessment Chart 	<p>Instructional strategies and activities that apply all knowledge of students (prior experiences, SEL needs, cultural, linguistic, and SES background) are clear, appropriate, and detailed.</p>	<p>Instructional strategies and activities that apply all knowledge of students (prior experiences, SEL needs, cultural, linguistic, and SES background) are clear and appropriate.</p>	<p>Instructional strategies and activities that apply all knowledge of students (prior experiences, SEL needs, cultural, linguistic, and SES background) are appropriate.</p>	<p>Instructional strategies and activities that apply all knowledge of students (prior experiences, SEL needs, cultural, linguistic, and SES background) are somewhat appropriate.</p>	<p>Instructional strategies and activities that apply all knowledge of students (prior experiences, SEL needs, cultural, linguistic, and SES background) are unclear or inappropriate.</p>

<p>TPE 4.4d: Plan, Design, Implement and Monitor Instruction Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate modifications for students with disabilities in the general education classroom;</p>	<p><input type="checkbox"/> Week Plan <input type="checkbox"/> MSMU Lesson Plan</p>	<p>Plans and reflection are clear, appropriate and detailed and demonstrate initial competency in supporting students with special needs/abilities by including appropriate modifications that provide access to the curriculum for all students</p>	<p>Plans and reflection are clear and appropriate and demonstrate initial competency in supporting students with special needs/abilities by including appropriate modifications that provide access to the curriculum for all students</p>	<p>Plans and reflection are appropriate and demonstrate initial competency in supporting students with special needs/abilities by including appropriate modifications that provide access to the curriculum for all students</p>	<p>Plans and reflection are somewhat appropriate and may demonstrate initial competency in supporting students with special needs/abilities by including appropriate modifications that provide access to the curriculum for all students</p>	<p>Plans and reflection are unclear and inappropriate and do not demonstrate initial competency in supporting students with special needs/abilities by including appropriate modifications that provide access to the curriculum for all students</p>
<p>TPE 3.5: Teaching English Learners Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter</p>	<p><input type="checkbox"/> Week Plan <input type="checkbox"/> MSMU Lesson Plan</p>	<p>Plans and reflection are clear, appropriate and detailed and demonstrate initial competency in supporting the full range of EL students in the acquisition and use</p>	<p>Plans and reflection are clear and appropriate and demonstrate initial competency in supporting the full range of EL students in the acquisition and use</p>	<p>Plans and reflection are appropriate and demonstrate initial competency in supporting the full range of EL students in the acquisition and use</p>	<p>Plans and reflection are somewhat clear, and may demonstrate initial competency in supporting the full range of EL students in the acquisition and use</p>	<p>Plans and reflection are unclear, inappropriate and do not demonstrate initial competency in supporting the full range of EL students in the acquisition and use</p>

<p>knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p> <p>TPE 4.4c: Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none">• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including		of academic language.	of academic language.	of academic language.	of academic language.	of academic language.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

the full range of English learners;						
<p>TPE 3.6: Understanding and Organizing Subject Matter Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. TPE 4.4a: Plan, design, implement, and monitor making effective use of appropriate instructional technology</p> <p>TPE 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across</p>	<p><input type="checkbox"/> Week Plan <input type="checkbox"/> MSMU Lesson Plan</p>	<p>Pedagogical strategies for literacy instruction are clear, appropriate, and detailed and show interconnectedness of disciplines and includes technology which facilitates students' equitable access to the curriculum.</p>	<p>Pedagogical strategies for literacy instruction are clear and appropriate and show interconnectedness of disciplines and includes technology which facilitates students' equitable access to the curriculum.</p>	<p>Pedagogical strategies for literacy instruction are appropriate, and show interconnectedness of disciplines and includes technology which facilitates students' equitable access to the curriculum.</p>	<p>Pedagogical strategies for literacy instruction are somewhat clear and appropriate, and may show interconnectedness of disciplines and includes technology which facilitates students' equitable access to the curriculum.</p>	<p>Pedagogical strategies for literacy instruction are unclear and inappropriate, and fail to show interconnectedness of disciplines and includes technology which facilitates students' equitable access to the curriculum.</p>

<p>the curriculum, as applicable to the subject area of instruction.</p> <p>TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.</p>						
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

Total Points Earned: _____

**Second Week Plan (2 pts extra credit)
Bonus Points Awarded**

YES NO

Requirements Checklist

1. _____ Synopsis of core and related literature books
2. _____ Week plan
3. _____ Timeline chart
4. _____ Assessment chart with strategies and standards

Deductions for Incomplete Work:

1. _____ Typed timeline and assessment charts (-2)
2. _____ Professional Work Quality (0-5)

MSMU Lesson Plan Format

Context and Goals

Grade/Class/Subject:
(For what class is this lesson designed?)

Teacher:
(Your name)

Time/Duration of the lesson: *(i.e. 9:15-10:00 or 45 minutes)*

English Language Proficiency of Students: *(Before classroom instruction, teachers will understand their students' English language proficiency, and the language demands of the lesson's instructional materials.)*

California Content Standards:
(Which standards do you plan to teach? Paste these from the Current CA Content Standards)

Enduring Understandings:
(What concepts/big ideas?)

Essential Knowledge/Skills:
(What knowledge/skills? How does this lesson build upon prior lessons? How will this knowledge/skill enable students to understand future lessons?)

Higher-Order Questions:
(What is/are the focusing question(s) for this lesson?)

Observable Outcomes

What do you want students to learn?

Content Objectives:
(What specific objectives from the content standards above does this lesson address?)

Assessment/Checking for Understanding

What evidence will you gather/look for?

(How will you know if students learned both the content and language objectives? What informal and/or formal methods will you use to gather evidence? What criteria will you use to assess learning? How might pre-assessment be used in your analysis of this evidence?)

Academic Language Objectives: <i>(What specific objectives from the ELD standards does this lesson address?)</i>	
Key Vocabulary:	Supplementary Materials: <i>(What resources, “realia”, visuals, documents, or manipulatives will you use?)</i>
Technology in Support of Learning: <i>(What type of technology will you use in your instruction?)</i>	Technology in Support of Learning: <i>(What type of technology will the <u>students</u> use to achieve and/or demonstrate the objectives?)</i>

Anticipated Misunderstandings/Difficulties:

(What areas of confusion or difficulty do you anticipate students might encounter with this material? How will you address them?)

Student Assets:

(What interests, prior knowledge do students bring to help them with this material? Include for all focus students.)

Lesson Pre-assessment and Sequence:

Element <i>Describe what will happen-what will teacher and/or students do</i>	Rationale <i>Describe why you chose to do it this way.</i>	Differentiation: Modifications/Adaptations <i>For each segment of the lesson sequence, describe any needed modifications for EL, special needs, or socio-emotional needs.</i>
------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Pre-Assessment of Students' Knowledge or Ability: (Before instruction begins, how will you assess what students know and/or are able to do related to the objective?)</p>		
<p>LESSON SEQUENCE</p>		
<p>Instruction to Support Learning: (How will you design learning experiences to facilitate students' understandings, knowledge and skills? Things to comment on: teacher's role, student groupings, ways to ensure engagement (i.e., linking information to students' lives and previous learning), ways you are scaffolding.)</p> <p>Structured Student Learning Activities: (What activities will help students grasp and practice concepts/skills? How will students be grouped and manage their learning?)</p>		<p><i>(EL focus student: describe this student's EL goals. Describe the assets and challenges related to this lesson for this English learner. What will you do specifically support this student for this lesson?</i></p> <p><i>Special Needs focus student: describe this student's special need and relevant IEP goals, his/her assets and challenges related to this lesson. Describe what you will specifically do to support this student for this lesson.</i></p> <p><i>Focus student with social-emotional challenges: Describe the social-emotional assets and challenges for this student. Describe what you will specifically do to support this student for this lesson.</i></p> <p><i>Advance students: What will you do for those students who already "get it" and need to be challenged in different ways?)</i></p>

Post-Assessment: <i>(How will you know if students learned both the content and the language objectives? What informal and/or formal methods will you use to gather evidence? What criteria will you use to assess learning? How might pre-assessment be used in your analysis of this evidence?)</i>		
Extension: <i>(How might this lesson be extended into future content areas or lessons?)</i>		

Theories that might be useful for rationales (Note: You may wish to refer to your “toolbox” for helpful resources further explaining below):

Universal Design for Learning: *Multiple means of representation; Multiple means of action & expression; Multiple means of engagement.(the what, how, and why of learning)*

Five E's: *Engage, Explore, Explain, Elaborate, Evaluate*