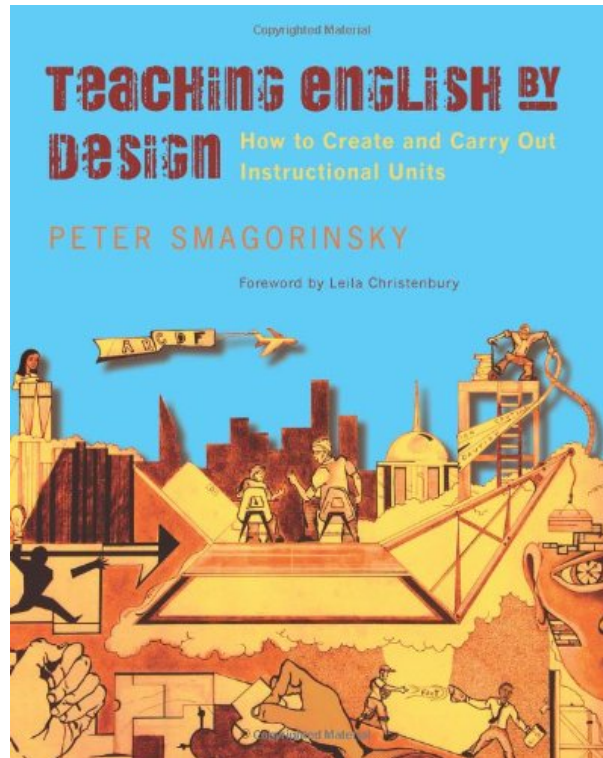


TEACHING ENGLISH



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TEACHING ENGLISH BY DESIGN

How to Create and Carry Out
Instructional Units

PETER SMAGORINSKY

Foreword by Leila Christenbury



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About the Author

Peter Smagorinsky is the coauthor of *The Dynamics of Writing Instruction* (2010) and author of *Teaching English by Design* (2007). Peter taught high school English from 1976 to 1990 in public schools outside Chicago and now teaches in the program in English Education at The University of Georgia. In 2007 he was presented with the UGA Graduate School Outstanding Mentoring Award in Humanities and Fine and Applied Arts. Peter is the author or coauthor of numerous books and articles, including the Heinemann title *Reflective Teaching, Reflective Learning*, which he coedited in 2006.

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The Teaching English by Design Instructor's Guide presents a flexible framework for an English Methods course. Its week-by-week suggestions for in- and out-of-class activities support students as they learn to design units for use in their first classrooms.

Peter Smagorinsky, the leading scholar and researcher of his generation in the field of English education, shows English teachers how to turn every hour of classroom instruction into an authentic and powerful learning experience in his inspiring new book, Teaching English by Design. It's a wonderful book and represents a challenge to all of us to teach better than we usually do.

Sheridan Blau

Author of The Literature Workshop

Peter Smagorinsky, a highly respected figure in English Education, here offers new teachers principled and practical ways of authoring curriculum, even in traditional settings.

Randy Bomer

Author of Time for Meaning

Many books on English/language arts instruction describe the teaching of units, but how many of them actually show how to create the units, make them meaningful to students, and use them to support your curriculum from September to June? Teaching English by Design does it all. It helps avoid a fragmentary curriculum by providing the rationale and the process for not only teaching well but also for producing integrated units that encourage students to deepen their thinking across the school year.

Teaching English by Design is two books in one: a primer for teaching secondary English and a comprehensive guide to creating and using four to six-week instructional units. Peter Smagorinsky shares important insight about students, how they learn, and what kinds of classrooms support their achievement in reading and writing. Then he uses those findings to open up the key ideas of unit design to every teacher. Smagorinsky's units are organized around key concepts in English, such as:

- reading strategies
- writing strategies
- genres
- periods, regions, and movements in literature
- themes
- the works of a significant author.

From original idea to construction, to implementation and beyond, Smagorinsky's practical advice supports teachers in extending, connecting, and integrating their units to increase the cohesion and power of the curriculum.

Incorporating curricular theory, educational psychology, and fourteen years of high school teaching experience, Peter Smagorinsky's advice is both theoretically sound and grounded in the daily realities of today's teacher. Complemented by a wealth of web-based illustrations, Teaching English by Design is the

ideal resource for preservice teachers as well as those in the classroom who want to take charge of their curriculum and find new energy in it.

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Hiw to plan for meaningful ELA teaching and learning

By Amazon Customer

How do we create instruction that matters--that leaves a lasting impression with students while guiding them to appropriate key ELA skills and strategies. In this wonderful book, Smagorinsky offers specific, constructive architecture for units of instruction that will create important experiences for students. I have personally shared this book with newer teachers who are grappling with lesson/unit design and with veteran teachers who are reinvestigating what they do.

18 of 18 people found the following review helpful.

The one book I would be sure to assign for a methods course

By J. Whitney

This book has a terrific and accessible overview of educational theory, and it helps students set goals and plan units with sound rationales and instructional methods. But the real gem here is the website that goes with it, loaded with thoughtful unit plans that are consistent with the methods outlined by the book. A one star review I just read is way off the mark. He read a page off amazon, and he took something out of context. Smagorinsky was talking about how the belief persists that there is one fixed body of knowledge, and he shows how there are other ways of knowing things than that, and that they are valid and help the teacher co-create knowledge based on the understandings that they (the teacher and student) both bring to any given subject. Smagorinsky is nothing if not hip. He brings a Writing Project sensibility to the book, and you'll recognize proven approaches in each chapter.

12 of 13 people found the following review helpful.

Great ideas for instruction

By L. A. Potter

I used this book in a Secondary Education 5000 class that I was required to take while earning my M.Ed. The author gives wonderful insights and examples into how to teach a class that is designed for its students. I found the book to be extremely helpful and will use many of Smagorinsky's ideas in my teaching this year. I

particularly liked his chapter on addressing the emotional issues surrounding writing and the section that discusses using focus correction areas rather than overwhelming students with ALL grammar and writing issues at once. It was good for me, with my background as an editor, to consider the importance of teaching writing a step at a time rather than overwhelming students with hundreds of corrections each time they turn in a paper.

Smagornisky also details how to create unit rationales, stances, strategies for teaching, and effective essay assignments. I have no complaints about the book and would recommend it to all teachers.

Great discussion on modeling and scaffolding in chapter 6. I wish more of my English teachers had used this method when I was in high school.

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