VIDEO NOTES: ***6th Grade ELA Lesson on Text Analysis***

Video Links: **6th Grade ELA Lesson on Text Analysis**
Common Core State Standard(s): Reading Standards for Literature (RL.6.1) and (RL.6.5)
Speaking and Listening (SL.6.1a) and (SL.6.1c)
Compass Component and Rating: Using questioning and discussion techniques (3b), *Highly Effective*
Engaging students in learning (3c), *Effective Proficient*
Lesson Objective: Create higher order questions in order to analyze and discuss a text.

Common Core State Standard(s)
Reading: Literature (CCSS.RL.6.1): Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Reading: Literature (CCSS.RL.6.5):** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. **Speaking and Listening (CCSS.SL.6.1a):** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **Speaking and Listening (CCSS.SL.6.1c):** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Compass Component 3b: Using Questioning and Discussion Techniques (Rating: *Highly Effective*)		
Indicators	**Evidence**	**Common Core Connection**
Students initiate higher-order questions.	• Throughout the lesson, either during the whole group discussion or while in pairs, students develop their own questions to ask their peers such as, *"How is this statement a metaphor for the children's' lives?"* (1:22). This allows students to become the facilitators of the discussion instead of the teacher.	Through question development, as well as whole class discussion, students address SL.6.1.c, posing and responding to questions in an effort to deepen their understanding of the text.

Students invite comments from their classmates during a discussion.	• Students respond to the prompts posed by others and speaking directly to one another instead of the teacher.	

Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
Lesson tasks have multiple correct responses or approaches and/or demand higher-order thinking.	• As the lesson progresses, student responses shift from making personal connections *("I would be terrified that my debt would never be cancelled."* 2:24) to using textual evidence (*"It says in the book, 'Every day I saw a line maker, but they would never go away'."* 2:40) to support their thinking. This shows that students are deepening the level of their thought and more critically analyzing the text. • The questions posed at the end of the lesson such as, *"If he ran away, why do you think he did it at that certain time?"* (4:14) require students to critically think about what they have read.	Students cite textual evidence to create their question and to respond to the questions posed by classmates (RL.6.1).
Students have some choice in how they complete learning tasks.	• When creating questions about the text, the teacher gives students three strategies to help develop their questions – *the "You had the opportunity to choose between the Frayer Model, making observations based on the text, and verb starters."* (4:48) • Students can choose how to modify the questions they ask, based on peer feedback.	
There is a mix of different types of groupings, suitable to the lesson objectives.	• Students begin the lesson with a whole class discussion, then discuss original questions with a partner, and end the lesson with another whole class discussion. This process allows students to review their comprehension knowledge of the text, then test out their questions on a partner before posing them to the group. This process increases the overall quality of the questions being developed and the whole class discussion.	Students begin the discussion, having already read the text (SL.6.1a) and worked the previous day on developing questions, with the help of scaffolds provided by the teacher.
Virtually all students are highly engaged in the lesson. *(Highly Effective indicator)*	• Teacher monitors student engagement (2:49) to ensure that all students are participating.	Students develop a question around a particular sentence from the text, asking each other to analyze and how that particular piece contributes to the development of character and the events of the plot (RL.6.5).

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	*Highly Effective* Indicators	What could the teacher do to move to *Highly Effective*? (example actions)
Students respond to a classmate's question in writing, but this does not provide an opportunity for them to reflect on and consolidate their learning.	Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. (Engagement – 3c)	Extend the writing portion of the lesson and add an individual writing component to give students time to reflect on what they've learned. Requiring students to go back and include references to the text in their individual writing would strengthen the alignment to the CCSS, as well as deepen their reflection.
There is no evidence of students requesting modifications to the discussion or group work, in order to make it more relevant to their needs.	Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. (Engagement – 3c)	At the end of the lesson, engage students in a discussion about how they could modify the lesson for the next day to achieve a specific goal or standard she wants them to meet. After selecting and trying out the modification the next day, ask them to reflect on the effectiveness of the modification they suggested.