VIDEO NOTES: 11th and 12th Grade ELA Lesson on Literary Discussions

Video Links: **11th and 12th Grade ELA Lesson on Literary Discussions**
Common Core State Standards: Reading Standards for Literature (RL.11-12.1), (RL.11-12.9) and (RL.11-12.10)
Speaking and Listening (SL.11-12.1a) and (SL.11-12.1c)
Compass Component and Rating: Engaging students in learning (3c), *Highly Effective*
Lesson Objective: Facilitate effective literary discussions with a pinwheel "recipe."

Common Core State Standard(s)
Reading Standards for Literature (RL.11-12.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **Reading Standards for Literature (RL.11-12.9):** Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **Reading Standards for Literature (RL.11-12.10):** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. **Speaking and Listening (SL.11-12.1a):** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **Speaking and Listening (SL.11-12.1c):** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Compass Component 3c: Engaging Students in Learning (Rating: *Highly Effective*)		
Indicators	**Evidence**	**Common Core Connection**
Virtually all students are highly engaged in the lesson.	• Students rotate into the core conversation group, allowing the entire class to participate. • The teacher tracks engagement and the type of contribution provided by each student: connections, follow-up questions, textual evidence, or new idea. (5:33) • There is minimal teacher facilitation during the discussion, allowing students to monitor and alter the conversation independently.	Students read the three provided texts prior to this lesson and use textual evidence to answer questions posed by the provocateur, respond to their classmates' comments, and support their statements (SL.11-12.1a). Additionally, students question where evidence is not present in the text or the text is not clear on the issue raised during discussion (RL.11-12.1).
Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.	• When non-provocateurs ask questions, instead of just fulfilling their individual author role, students show initiative to modify the discussion and make it more valuable for them. A non-provocateur says to his group, *"…what I'm hearing from you guys is that there isn't a real hero figure of meaning in any of these stories, right?"* (5:39). This process allows students to take control of the discussion, becoming the facilitators for themselves and driving the direction of the analysis.	
Students have extensive choice in how they complete tasks.	• Students are provided choice in how they write/develop questions, determining what textual evidence they provide, and how they move the group conversation forward. This places the responsibility upon students to drive the conversation and continue it through the choices they make. • Students initiate new questions and challenge each other's ideas with comments and further questions, all of which they have chosen independently. For example, a provocateur asks his group of authors, "*Alexie presents the conflict of viewpoints in the lines…how does this conflict outline morality and heroism?*"(5:02) Here, students are completing all of the cognitive work in the discussion, becoming one another's facilitators and teachers.	As students use evidence from the text to support their statements and respond to each other's comments, they propel the conversation forward independently, sharing perspectives from the position of the assigned author and clarifying and challenging the presented ideas (SL.11-12.1c).
There is a mix of different types of groupings, suitable to the lesson objectives. *(Effective Proficient indicator)*	• At the beginning of the lesson, students prepare within small groups of the same role (3:09). Then, students participate in the multi-role conversation, with students rotating in to continue where the previous student left off. During the same role discussion, students support one another to determine the content they will contribute to the conversation. When	

	students are engaged in the multi-role portion of the lesson, they are using what they prepared earlier in the lesson. This helps to increase the quality of the statements being shared, as well as provide students with different facilitation responsibilities.	
Materials and resources support the learning goals and require intellectual engagement, as appropriate. *(Effective Proficient indicator)*	• Students work with three texts that are challenging for their grade level, but appropriate for the learning objectives.	Students work extensively with three complex texts (RL.11-12.10): *A Good Man Is Hard to Find*, by Flannery O'Connor, *A Very Old Man With Enormous Wings* by Gabriel Garcia Marquez and *Because My Father Always Said He Was The Only Indian Who Saw Jimi Hendrix Play "The Star-Spangled Banner" at Woodstock,* by Sherman Alexie. In order to deepen their understanding of these texts, students make connections between the texts to compare themes (RL.11-12.9).

WHAT COULD THIS TEACHER DO TO IMPROVE?

Even though this teacher is Highly Effective on 3c, integrating some of the actions listed below could provide for even greater depth of student learning.

What did the teacher do in this lesson?	***Highly Effective* Indicators**	**What could the teacher do to move to *Highly Effective*? (example actions)**
Students who are not actively involved in the four-person conversation sit at their desks listening. Students involved in the conversation have not fully taken on the role/characteristics of the author.	Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. AND Virtually all students are highly engaged in the lesson.	Engage students waiting to participate in the conversation by providing them with a responsibility such as filling out a graphic organizer to record comments made during the discussion. This graphic organizer could then be used as the basis for additional reflection/writing activities. Encourage students to speak in the first person to, reinforcing the expectation to take on the role of the author. Students could also write in the first person if provided a reflection activity, such as the graphic organizer mentioned above.