VIDEO NOTES: ***12th Grade ELA Lesson on Text-Based Evidence and Inferences***

Video Links: **12th Grade ELA Lesson on Text-Based Evidence and Inferences**
Common Core State Standard(s): Reading Standards for Literature **(RL.11-12.3)**
Speaking and Listening **(SL.11-12.1a)**
Compass Component and Rating: Setting Instructional Outcomes (1c), *Effective Proficient*
Questioning and Using Discussion Techniques (3b), *Effective Proficient*
Engaging Students in Learning (3c), *Effective Proficient*
Lesson Objective: Use evidence from the text by Flannery O'Connor to make inferences and describe characters through discussion.

Common Core State Standard(s)
RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **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.

Compass Component 1c: Setting Instructional Outcomes (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
Outcomes represent high expectations and rigor.	• During the lesson introduction, the teacher discusses rigorous learning goals for the current lesson and a larger group of lessons --*"The goal for today is to make sense of Flannery O'Connor… Also just to remind you that this is your third of the four options that you're going to have when you do your own literary analysis."* (0:12) This sets the tone for a rigorous work product, which requires students to complete an independent literary analysis.	This lesson is an example of students engaging in an in-depth discussion of a story's plot, the characters involved, author's perspective, and the broader statements that the text makes about humanity. The entire class time is spent discussing the text, with students answering questions as well as building on each other's insights and thought processes. (SL.11-12.1a)

		As students analyze the text, they discuss the ways in which the author's character and plot development impacts how the reader perceives each character (RL.11-12.3).
Outcomes are related to the "big ideas" of the discipline.	• As part of the discussion and in preparation for the students' literary analysis, the teacher asks students to look closely at the author, as well as the story, and discuss the impact/implications of how the writer's style is expressed through the text. This is a central idea within ELA and literary analysis.	

Compass Component 3b: Questioning and Using Discussion Techniques (Rating: *Effective Proficient*)

Indicators	Evidence	Common Core Connection
Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.	• The teacher starts the discussion by asking students, *"What did you think?"* (3:50), and throughout the lesson, asks questions such as, *"Why is that important?"* (31:10), inviting multiple answers from students that drive a rigorous discussion.	Questions from the teacher alternate between text-focused and larger philosophical questions, allowing students to experience the text beyond what is explicitly stated. Students use evidence and direct quotes from the text (SL.11-12.1a) to defend their statements or make inferences regarding the characters. The goal of the class discussion is to deepen the understanding students have of Flannery O'Connor and prepare for a more detailed literary analysis.
The teacher builds on student responses to questions effectively.	• During the discussion, the teacher uses student responses as a basis for follow-up questions, asking students to expand their answers or asking the rest of the class to extend the thought. • For example, a student adds to the conversation and the teacher makes additional notes on the white board, drawing the spectrum a student identifies. Teacher replies, "*I really like this, I think there is a spectrum…what is on the spectrum? What would you say*?" (4:56).	
Many students actively engage in the discussion.	• At the beginning of class, the teacher sets the expectation that all students should use the pennies when they want to contribute and that everyone needs to participate in the conversation.	

Students initiate higher-order questions. (*Highly Effective* indicator)	• Students ask questions based on the comments of others. The questions do not always get completely answered during the class discussion, but the question drives the conversation forward. Teacher rarely answers a student's question, but presents the question to the class.	

Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.	• The teacher engages the class in a discussion of where they would place the misfit and the grandmother on a spectrum (4:19). There are no right or wrong answers to the questions posed during this question, but teacher pushes for students' interpretations, as well as evidence from the text to support their statements Students must engage higher order thinking as they judge the characters against the spectrum and revise the spectrum, *"…we should have another axis on this graph."* (12:00) to accommodate the complexities of the character and plot. • When teacher asks students, "*Why does the author use the word 'good?*" (13:00), she is asking for an interpretation regarding the author's intentions with the use of a particular word. In order to provide a response, students must integrate their knowledge of the author and their understanding of a character, and then assess what they believe the intended impact on the reader would be.	
Students have some choice in how they complete learning tasks.	• At the beginning of class, teacher provides a few minutes of writing time for students to prepare for the discussion. Teacher lets students choose the points where they want to contribute to the conversation*, "A question, it can be an inference, it can be a quote that you want to unpack."* (1:04) , allowing them to drive the group discussion.	
Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. (*Highly Effective* indicator)	• The teacher established a spectrum earlier in the class, but students were struggling to incorporate all of the elements they found important during the discussion. • A student provides an "idea for a chart" that allows the students to better discuss and analyze the characters (14:08).	

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)
The teacher references the previous texts that students have studied, as well as what is coming up in the next lesson.	Teacher connects outcomes to previous and future learning. (Outcomes – 1c)	To provide greater context for the goals of this lesson and what students are learning, connect this lesson to long-term course and learning goals, grade-level goals, or the importance of this learning outcome in real life.
The majority of the discussion is focused around the teacher, with students speaking directly to the teacher and not with each other	Students invite comments from their classmates during a discussion. (Questioning – 3b)	At the beginning of class, set the expectation that students should speak to, respond to, and question each other, instead of the teacher. The teacher could physically remove him/herself from the front of the class and arrange the desks to better facilitate a student-led discussion, or allow for small group discussions.
At the end of the lesson, the teacher answers her own question of, “What does the grandma realize at the moment of her death?” with “That she’s not good.” This is a critical element within the text that students did not have an opportunity to contemplate and develop their own answer.	Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. (Engaging – 3c)	Require a written Exit Ticket in which students answer the question, “What does the grandma realize at the moment of her death?” A few students could share their responses before class ended. Use these Exit Tickets as a method of providing feedback to students regarding their understanding of the discussion.