VIDEO NOTES: *5th Grade ELA Lesson on Guided Reading*

Video Links: 5th Grade ELA Lesson on Guided Reading
Common Core State Standard: see "What Could this Teacher do to Improve" section
Compass Components and Ratings: Setting instructional outcomes (1c), *Effective Emerging*
Questioning and using discussion techniques (3b), *Effective Emerging*
Lesson Objective: *Group 1*: Identify the main problem of a chapter and how to defend assertions with evidence directly from the text
Group 2: Determine the most important parts of a chapter and sequence the parts in the correct order

Compass Component 1c: Setting Instructional Outcomes (Rating: *Effective Emerging*)	
Indicators	**Evidence**
Outcomes represent a mixture of low expectations and rigor.	Although it is important for students to remember the main points in the story, the teacher states, *"Good readers…don't need to remember every single little thing that happens in a story. We just want the most important thing,"* which does not support students' developing reading comprehension. (3:00)
Some outcomes reflect important learning in the discipline.	Although identifying problems within stories is an important skill in ELA, the learning outcomes are not aligned with the Common Core standards for the grade level.
Outcomes are suitable for most of the class.	The outcomes are clearly differentiated for various students, which is appropriate for small-group instruction. However, it is unclear how these outcomes are preparing students to meet the grade-level expectations of the Common Core State Standards.

Compass Component 3b: Questioning and Using Discussion Techniques (Rating: *Effective Emerging*)	
Indicators	**Evidence**
Teacher frames some questions designed to promote student thinking, but only a few students are involved.	The teacher asks questions that encourage students to think about the text, such as *"what part of the text tells us he's a little embarrassed of his name?"* (1:54). However, the teacher provides many of the answers and tells students how to interpret the text instead of asking questions that allow students to arrive at the correct answers themselves.

Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. (*Effective Proficient indicator*)	The teacher starts each small group discussion with an open-ended question such as, *"So, what happened in 'Good Luck Signs'?"* (3:53), inviting students to share out their thoughts about the text. However, the questions have a specific answer that the teacher is looking for in each group, which does not invite student thinking and interpretation.

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	*Effective Proficient* Indicators	What could the teacher do to move to *Effective Proficient*? (example actions)	How could this lesson be improved for students to meet Common Core standards?
The learning outcomes focus on lower-order thinking such as comprehension and recall.	Outcomes represent high expectations and rigor. (Outcomes - 1c)	Ask students to make inferences beyond what is explicitly stated in the text such as, "if you changed the sequence, how might that affect interactions between characters?"	Based on the focused skills of the small groups, the teacher might be preparing students to meet standards RL.5.1, RL.5.2, and RL.5.3, but these connections are not clear. To meet these standards, students must demonstrate higher level understanding, making connections between pieces of information and supporting their statements with direct evidence from the text, instead of merely identifying a specific piece of text or its sequence within the chapter. In the next lesson, the teacher should ask students to move beyond what is directly stated in the text, so they can practice making inferences based on what is stated in the text (e.g., how identifying the conflict leads to determining theme and how identifying the sequence leads to further discussions about character interactions). Lastly, the texts used in the lesson must be aligned to grade level
There is no clear connection between the learning outcomes and the Common Core State Standards for the grade level.	Outcomes are related to "big ideas" of the discipline. (Outcomes – 1c)	Connect the outcomes for small-group instruction to the grade-level Common Core State Standards being taught in whole-group instruction. This will help students understand how their work is preparing them to meet the standards.	
The teacher occasionally finishes the thoughts and statements of the students.	The teacher makes effective use of wait time. (Questioning – 3b)	Give students time to provide responses by counting to 5 after each question. Instead of interjecting the answers, allow students to finish expressing their thoughts by asking "*Is there anything else you wanted to add?*", "*Have you shared your entire thought?*" or by asking other students to help peers with their responses.	
The teacher asks all of the questions and does the majority of the speaking in both small groups.	Discussions enable students to talk to one another, without ongoing mediation by the teacher. (Questioning – 3b)	Provide students with opportunities to discuss and compare their responses with classmates. This will increase the rigor of the student discussion by making it less teacher-driven.	

			(RL.5.10), which is unclear in this video.