VIDEO NOTES: ***9th Grade ELA Lesson on Characters and Symbols in a Text***

Video Links: **9th Grade ELA Lesson on Characters and Symbols in a Text**
Common Core State Standards: Reading Standards for Literature (RL.9-10.1), (RL.9-10.2), (RL.9-10.5), and Speaking & Listening **(**SL.9-10.1a**)**
Compass Component and Rating: Questioning and Using Discussion Techniques (3b), *Effective Proficient*
Engaging Students in Learning (3c), *Effective Proficient*
Lesson Objective: Use evidence from the text, "The Lottery," to make inferences regarding characters and identify symbols in discussion.

Common Core State Standard(s)
Reading Standards for Literature (CCSS.RL.9-10.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Reading Standards for Literature (CCSS.RL.9-10.2):** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **Reading Standards for Literature (CCSS.RL.9-10.5):** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **Speaking and Listening (CCSS.SL.9-10.1):** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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 consistently asks open-ended questions that may have multiple answers. For example: *"In what ways do we see people not care about tradition?* (0:40) and *"Tell me how old you think Davy is, using three pieces of text"* (9:09). This not only allows multiple students to contribute to the discussion, but also provide different ideas that could be used to further	This lesson is a strong example of students using evidence from a text (RL.9-10.1) to provide an objective summary of different passages in "The Lottery" (RL.9-10.2). Students substantiate their statements,

	the discussion at a later point. • The teacher expects students to support responses with evidence from the text and build on each other's responses. Student to group: *"He told Mrs. Graves to take the little boy's hand."* Another student responds: *"And he has to, like, put his hand and take it out for him, so he has to be little."* (9:28) Through this process, students develop skills in making inferences based on textual evidence.	inferences, and discussion to more deeply analyze how the central idea of the text is shaped through details and the author structures the text to create surprise (RL.9-10.5).
The teacher effectively builds on student responses to questions.	• The teacher uses a student's response to increase the precision and quality of literary language used during group and whole-class discussions. The student says, *"The protagonist is, like, the main character trying to solve the main problem in a story."* The teacher responds*, "I liked all that except the word 'problem'. What word do I want instead, please?"* Student responds, *"Conflict."* (2:31) • The teacher scaffolds questions and presents increasingly difficult and abstract questions following each response. For example, the teacher asks *"What happens at the end of this story? Discuss in your groups."* (11:20) Then the teacher progresses to *"what hints does the author give us that this is going to be the end of the story?"* (11:40). Building on the questioning process deepens the level of discussion beyond comprehension-level and requires students to think critically about why the author provided the reader with hints about the end of the story.	
Many students actively engage in the discussion.	• Numerous students consistently raise their hands to contribute to the whole-class discussion. All students have an opportunity to participate in the small group discussions at their desks. • Teacher calls on a variety of students to participate in whole class discussion.	The teacher presents students with a range of questions, to move students from comprehension to analysis. Responses from students are expected to contain evidence from the text, to support statements or inferences (RL.9-10.1).

Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
Most students are intellectually engaged in the lesson.	• Most students speak or listen throughout the small group and whole group discussions, responding to statements they agree with by snapping. This provides positive reinforcement for students who are contributing to the discussion, but also allows the teacher to monitor engagement through physical evidence. • Students are focused on the written exit ticket (14:42), which provides them with a space to reflect on their learning • Teacher ensures students who are not speaking maintain engagement by directing them to "track" (follow) the speaker. This minimizes off-task behavior and helps maintain engagement through the discussion.	Students spend the entire class time speaking directly about the text, either in table groups or as a whole-class (SL.9-10.1a), in an effort to understand the text.
Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.	• Throughout the lesson, students are expected to explain their rationale and use evidence from the text to support responses. • Teacher presents questions which may have multiple responses. Students analyze the role and importance of two characters within the story. While the student responses are different, both can be considered correct. Within the ELA content domain, it is important to help students learn how to understand and respond to different perspectives on the same topic.	As students explain their rationale using evidence from the text, they are working toward standard RL.9-10.1.
The pacing of the lesson provides students the time needed to be intellectually engaged.	• The teacher times each activity to maintain momentum and keep students aware of what they need to accomplish in a given time. • Students execute a variety of learning activities swiftly and move between activities efficiently. • Teacher inserts activities including "Teacher vs. Scholar" game between other learning activities. Providing an opportunity for safe competition allows students to demonstrate their understanding and challenge themselves to improve. • Students consistently alternate between reading/working independently, discussing within table groups and sharing out with whole class. Varying the activities ensures students' different learning styles are met without slowing the momentum of the lesson, which could result in higher level students disengaging.	

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 facilitates the discussion and poses all of the higher-order questions for students.	Students initiate higher-order questions. (Questioning – 3b)	Structure the discussion in a manner which allows students to ask more of the questions. For example, after reading a portion of the text, the teacher could say, "What questions are raised in your mind after reading that passage?" After students share the questions that have been raised in their minds, direct those questions back to the whole class. Allow 5 seconds of wait time for students to respond to their peer's questions before interjecting. This helps students become the facilitators of their own learning, instead of the teacher.
Tasks are mostly teacher-directed. For instance, the teacher asks students to write responses on Post-Its. She then asks the small and whole groups to answer specific questions based on what they wrote.	Students have extensive choice in how they complete tasks. (Engagement – 3c)	For comprehension-level questions about the text, ask students to compile and organize the responses into a graphic organizer. Then give them the choice in how they identify the symbols with the text, either through a Quick Write or Think-Pair-Share. In addition to giving students more choice, this allows whole group discussion to be focused on higher order questions because students will have already addressed comprehension-level questions individually or in groups.