Video Links: [12th Grade Literature Circles in the Classroom]
Lesson Objective: Students will use a discrete reading strategy (visualization, summary, questioning, and key-word annotation) to respond to a narrative. Students will use all five academic language skills to discuss a chapter of a narrative.
Compass Component and Rating: 3(c) Engaging Student in Learning, *Effective Proficient*

Common Core State Standard(s)
Anchor Standard RL 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Anchor Standard RL 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **Anchor Standard SL 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Anchor Standard SL 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Anchor Standard L6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Compass Component 3c: Engaging Student in Learning (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
Most students are intellectually engaged in the lesson.	• Students take turns reading the text aloud. When students are not reading, they are actively tracking the text. (2:24)	**Anchor Standard RL 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

Learning tasks have multiple correct responses or approaches and/or demand higher order thinking.	• Students use various approaches such as the use technology to record and submit group discussions in addition to the task worksheet. (8:10)	evidence when writing or speaking to support conclusions drawn from the text. **Anchor Standard SL 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Anchor Standard SL 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Anchor Standard L6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
The students have some choice in how they complete learning tasks.	• Students are given the choice to use sentence frames or discussion in their original language to discuss text using Zwiers five academic language skills. (6:41)	
There is a mix of different types of groupings, suitable to the lesson objectives.	• The teacher split students into groups based on their reading role. (4:23) • Students are grouped by various reading levels while in literature circles. (6:33)	
The pacing of the lesson provides students the time needed to be intellectually engaged.	• Students are provided time while in literature circles to guide an academic conversation about a text using Zwiers five academic language skills. (4:49)	

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 *Highly Effective*? (example actions)
The teacher assigned various roles for students in the literature circle.	• The students have some choice in how they complete learning tasks.	Students have the option to choose their role in the literature circle.