Video Links: 10th Grade ELA Lesson on Citing Evidence
Lesson Objective: Cite specific evidence from informational text to support reasoning
Compass Component and Rating: Questioning and Using Discussion Techniques (3b), *Effective Proficient;* Engaging Students in Learning (3c), *Effective Proficient*

Common Core State Standard(s)
CCSS.ELA-Literacy.RI.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. **CCSS.ELA-Literacy.RI.9-10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **CCSS.ELA-Literacy.SL.9-10.1a:** 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. **CCSS.ELA-Literacy.SL.9-10.1d:** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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 guiding questions for this entire lesson are: *Why read?* and *What is a world without books?* (0:48) These open-ended questions have a myriad of answers that students can use as the root of discussion.	CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.7 Students are using evidence from three literary sources to engage in a conversation about the guiding questions. Students analyze each text and relate the content to the guiding questions, the other texts, and expert visitors.
Discussions enable students to talk to one another, without ongoing mediation by the teacher.	• Students engage in a fishbowl protocol for text analysis and discussion, allowing them to hold discussions without mediation from the teacher. (1:52) This allows students to have ownership of the direction of the discussion and their learning.	

Many students actively engage in the discussion.	• Students who are not participating in the inner circle of the fishbowl are still engaged in the outer circle, even though they are not actively contributing to the discussion. They are asked to *"track on sticky notes the ideas that your peers use that show evidence from a text to move their logic."* (1:24) The outer circle also provides feedback to the inner circle. (2:50)	

Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
Students have some choice in how they complete learning tasks.	• Students can choose how they connect to the guiding questions for the lesson and which source to use for evidence: from *Fahrenheit 451* (3:58), from articles (5:02), or from an expert classroom visitor (4:30). Having this choice allows students to draw on the evidence that is most personally relevant and make their learning process more individualized.	CCSS.ELA-Literacy.SL.9-10.1a Having read the novel *Fahrenheit 451*, as well as two additional literary articles, prior to the fishbowl activity, students come prepared with evidence and points to discuss. CCSS.ELA-Literacy.SL.9-10.1d They use this preparation and evidence to respond to their classmates' contributions, justify their thoughts and statements, and make new connections between the sources and guiding questions. CCSS.ELA-Literacy.RI.9-10.7 Students analyze the subject matter of books and literacy through three different sources (novel, literary articles, expert interview). They pull out important facts and arguments from each source, using them as evidence as support for the fishbowl discussion.
Materials and resources support the learning goals and require intellectual engagement, as appropriate.	• The students are working with *Fahrenheit 451* and several literary articles, from which they pull evidence and relate it to the guiding questions. (1:36)	
There is a mix of different types of groupings, suitable to the lesson objectives.	• Students engage in a fishbowl conversation, in which they participate in the inner circle (1:35), outer circle (2:48), as well as a debrief conversation as a whole class (6:12). These groupings allow students to engage in several different types of learning activities and levels of thinking.	
Virtually all students are highly engaged in the lesson. *(Highly Effective* indicator)	• Students who are not participating in the inner circle of the fishbowl are still engaged in the outer circle. They are asked to *"track on sticky notes the ideas that your peers use that show evidence from a text to move*	

	their logic." (1:24) The outer circle also provides feedback to the inner circle. (2:50) • During the debrief conversation (6:12) all of the students have an opportunity to reflect on the lesson and provide feedback to the entire class, not just the people who were sitting in the inner circle.	
Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. *(Highly Effective* indicator)	• After the fishbowl conversation, students engage in a debrief conversation. The teacher asks students, *"What were some take-aways for the importance of using evidence to move our conversation?"* (6:00) This debrief not only allows students to reflect on their learning, but also provides the teacher an opportunity to assess the students and determine the direction of future lessons, based on their responses.	

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)
During the fishbowl discussion students are making comments and building on the thoughts of others, but not asking questions.	Students initiate higher-order questions. (Questioning – 3b)	Set the expectation that students incorporate questions to ask each other into their planning, then pose those questions during the fishbowl procedure. Alternately, one student could be assigned the role of "mediator" or "question master." This student would be responsible for posing questions to the group, or managing the discourse when questions are asked.
In this lesson, the teacher assigns students to the inner circle and outer circle of the fishbowl discussion.	Students suggest modifications to the grouping patterns used. (Engaging – 3c)	Provide students with time to discuss and plan the fishbowl discussion themselves. Allow them to take a survey of their classmates' interests and

		strengths in the various readings, or opinions about the guiding questions. Using the information they collect, students can choose how to combine groups of students, based on their desired intention for the content of the fishbowl discussion. This will increase the ownership that students have over the conversation, as well as their learning.
In the video, the teacher says, “I also chose a less complex text so that all students could feel smart and participate.” The teacher selects the texts used for this discussion, in an effort to differentiate.	Students suggest modifications or additions to the materials being used. (Engaging – 3c)	Provide students with a list of appropriate resources for the conversation. Ask students to research these resources at home, then provide a written justification of which resources they think would be valuable for the discussion and why.