

STUDENT
ACHIEVEMENT
PARTNERS

Instructional Practice Toolkit
ELA/Literacy – Grade 7
Facilitator Resources

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Facilitator Guide: Instructional Practice Toolkit (ELA/Literacy)

Purpose and Audience

The Instructional Practice Toolkit (IPT or Toolkit) is designed for use by coaches and instructional leaders to help teachers, and those who support teachers, build understanding and experience with College and Career Readiness (CCR) standards-aligned instruction. It is designed to highlight the throughline from designing and planning a lesson, to teaching it, and finally to analyzing student work to see if the intended outcomes were achieved for students. Learning how to recognize and support effective teaching and learning practices that reflect the specific Shifts of CCR standards helps to develop shared, complementary expertise across districts, schools, and classrooms.

The IPT is designed for educators with varying levels of experience with the CCR standards and the Shifts. However, the IPT requires the facilitator and participants to have basic knowledge of the instructional Shifts required by the standards and with the Instructional Practice Guide (IPG). Throughout the IPT, there are recommendations for resources and additional training to build the capacity of all learners in key content areas. Facilitators should be aware of the capacity and goals of the participants and adjust the content and the pace of learning to meet the specific needs of the audience.

The three Shifts in instruction for ELA/literacy are:



Complexity: Practice regularly with complex text and its academic language.



Evidence: Ground reading, writing, and speaking in evidence from the text, both literary and informational.



Knowledge: Build knowledge through content-rich nonfiction.

Learning Goals

- Examine and discuss evidence of standards-aligned practice using content-specific tools and resources including Instructional Practice Guide and Beyond the Lesson Discussion Guide
- Engage with authentic lesson content and discuss the related shifts and specific standards required (e.g., read the text)
- Observe lesson video and gather evidence of teacher and student actions that exemplify standards aligned instruction
- Analyze and interpret lesson plans and student work to collect and discuss evidence of standards-aligned practice
- Summarize overall trends of standards-aligned practice and discuss implications and next steps based on a variety of specific roles and contexts

Overview of the Instructional Practice Toolkit

IPT Components:

Introduction to the IPC & Beyond the Lesson Discussion Guide

Experience the Content of the Lesson

Engage with the Instructional Practice Guide

Analyze the Lesson Plan

Analyze the Student Work

Summarize Lesson Feedback

are supported by:

Facilitator Guide

PowerPoint Presentation

The Instructional Practice Toolkit is anchored in the Core Actions of the [Instructional Practice Guide](#). In addition to observing a lesson using the IPG and reflecting on the [Beyond the Lesson: Discussion Guide](#) (BTL) questions, participants will analyze the lesson plan and the student work associated with that lesson. A Feedback Summary will be used at the end of the IPT to summarize feedback. It will highlight both the lesson's strengths and opportunities for improvement specifically against the Core Actions and their indicators. A PowerPoint presentation is provided to guide the learning and activities throughout the IPT and serves as the anchor for delivering the material.

How to Facilitate the IPT

To prepare to facilitate the IPT, first read through the entire PowerPoint including the notes section on each slide. The notes sections detail key talking points, instructions for activities, and resources for providing additional background knowledge for participants as needed. In addition, facilitators should complete each activity that participants will engage in, before delivering the IPT. Model responses are provided for the facilitator to reference as they prepare for the session.

It is recommended that participants be organized into groups small enough to promote evidence-based discussion and participation from every member of the group, but large enough to allow for varied opinions. Four to eight people per group is ideal.

Timeframe to Complete all Components of the Toolkit: 6 - 8 hours

The Toolkit could be delivered:

- In a one- day professional learning session
- Broken into shorter sessions as part of an extended professional development learning opportunity or PLC

Facilitators should be aware of the capacity and goals of the participants and adjust the content and the pace of learning to meet the specific needs of the audience.

The information in the table below can be adapted to be used with any video and associated materials.

| Components and Activities | Time | Materials Needed |
|---|--|--|
| Introduction <ul style="list-style-type: none"> ▪ <i>Essential Question</i> ▪ <i>Learning Goals</i> ▪ <i>The Teaching and Learning Cycle</i> ▪ <i>Overview of IPT Components</i> ▪ <i>Norms</i> | 10-15 minutes | For the facilitator: <ul style="list-style-type: none"> ▪ PowerPoint |
| Introduction to the Instructional Practice Guide & Beyond the Lesson Discussion Guide <ul style="list-style-type: none"> ▪ <i>The Shifts</i> ▪ <i>IPG Design</i> ▪ <i>Beyond the Lesson Guide</i> | 30 minutes: For participants with prior knowledge of the Shifts and the IPG. | For each participant: <ul style="list-style-type: none"> ▪ <u>College and Career-Ready Shifts in English Language Arts/Literacy</u> ▪ <u>IPG (for the grade level featured in the session) and Beyond the Lesson Guide, ELA/Literacy</u> |
| Experience the Content of the Lesson <ul style="list-style-type: none"> ▪ <i>Core Action 1</i> ▪ <i>Text Complexity</i> ▪ <i>Read text and qualitative analysis</i> ▪ <i>Reflection</i> | 45-60 minutes | For each participant: <ul style="list-style-type: none"> ▪ Copy of text (<i>Due to copyright restrictions, the facilitator will need to obtain copies of the text for participants. Determine if the text is available online or if advanced purchase is required</i>) ▪ <u>Text Complexity: Qualitative Measures Rubric (Literature)</u> ▪ <u>What Makes This Text Complex? - Participant Handout</u> ▪ Standards document for the grade level featured (CCSS linked here) or your state’s corresponding CCR standards For the facilitator: <ul style="list-style-type: none"> ▪ <u>What Makes This Text Complex? - Model Response</u> |

| Components and Activities | Time | Materials Needed |
|--|--|---|
| Engage with the Instructional Practice Guide <ul style="list-style-type: none"> ▪ <i>Core Actions 2 & 3</i> ▪ <i>Low Inference Notes</i> ▪ <i>Watch the Lesson Video</i> ▪ <i>Complete the IPG</i> ▪ <i>Beyond the Lesson Guide</i> ▪ <i>Reflection</i> | 90 minutes If calibration is a goal, an additional 30 - 45 minutes will be required for a norming discussion. | For each participant: <ul style="list-style-type: none"> ▪ The Observation and Feedback Cycle: Best Practices for Low Inference Notes For the facilitator: <ul style="list-style-type: none"> ▪ Edited video of a lesson & optional transcript ▪ IPG - Model Response ▪ Optional: Tool for capturing participant evidence (<i>note: must be prepared ahead of time</i>) |
| Analyze the Lesson Plan <ul style="list-style-type: none"> ▪ <i>Lesson Plan Analysis</i> ▪ <i>Reflection</i> | 45-60 minutes | For each participant: <ul style="list-style-type: none"> ▪ Teacher-created Lesson Plan ▪ Lesson Plan Analysis - Participant Handout For the facilitator: <ul style="list-style-type: none"> ▪ Lesson Plan Analysis - Model Response |
| Analyze the Student Work <ul style="list-style-type: none"> ▪ <i>Student Work Analysis</i> ▪ <i>Reflection</i> | 45-60 minutes | For each participant: <ul style="list-style-type: none"> ▪ Student Work Samples ▪ Student Work Analysis - Participant Handout For the facilitator: <ul style="list-style-type: none"> ▪ Student Work Analysis - Model Response |
| Summarize Lesson Feedback <ul style="list-style-type: none"> ▪ <i>The Teaching and Learning cycle</i> ▪ <i>Beyond the Lesson Guide</i> ▪ <i>Synthesize evidence from the IPG, Lesson Plan Analysis, and Student Work Analysis</i> ▪ <i>Reflection</i> | 45 minutes | For each participant: <ul style="list-style-type: none"> ▪ Previously Completed Participant Handouts ▪ Lesson Feedback Summary - Participant Handout For the facilitator: <ul style="list-style-type: none"> ▪ Lesson Feedback Summary - Model Response |

Shifts at a Glance

College- and Career-Ready Shifts in English Language Arts/Literacy

 **Complexity:** Practice regularly with complex text and its academic language.

Rather than focusing solely on the skills of reading and writing, the Common Core and other college- and career-ready (CCR) standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. CCR standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).

 **Evidence:** Ground reading, writing, and speaking in evidence from text, both literary and informational.

College- and career-ready standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, CCR standards expect students to answer questions that depend on their having read the text or texts with care. CCR standards also require the cultivation of narrative writing throughout the grades; in later grades, a command of sequence and detail will be essential for effective argumentative and informational writing.

Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.

 **Knowledge:** Build knowledge through content-rich nonfiction.

Building knowledge through content rich nonfiction plays an essential role in literacy and in CCR standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich nonfiction in history/social studies, science, and the arts; the K–5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6–12, ELA classes pay much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

To be clear, CCR standards—including the Common Core—require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA.

INSTRUCTIONAL PRACTICE GUIDE

ELA / LIT 3–12

SUBJECT

GRADES

 Date

 Teacher Name

 School

 Grade / Class Period / Section

 Topic / Lesson / Unit

 Learning Goal

 Standard(s) Addressed in this Lesson

 Observer Name

About The Instructional Practice Guide

Content-specific feedback is critical to teacher professional development. The Instructional Practice Guide (IPG) is a K–12 classroom observation rubric that prioritizes what is observable in and expected of classroom instruction when instructional content is aligned to college- and career-ready (CCR) standards, including the Common Core State Standards (CCSS), in ELA/literacy (corestandards.org/ELA-Literacy). It purposefully focuses on the limited number of classroom practices tied most closely to content of the lesson.¹

Designed as a developmental rather than an evaluation tool, the IPG supports planning, reflection, and collaboration, in addition to coaching. The IPG encompasses the three Shifts by detailing how they appear in instruction:²



Complexity: Practice regularly with complex text and its academic language.



Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational.



Knowledge: Build knowledge through content-rich nonfiction.

This rubric is divided into the Core Actions teachers should be taking. Each Core Action consists of indicators which further describe teacher and student behaviors that exemplify CCR-aligned instruction.

Using The Instructional Practice Guide

For each observation, you should make note of what you see and hear. It may be helpful to supplement what you've recorded with further evidence from artifacts such as lesson plans, tasks, or student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or you observe only a portion of a lesson. In those cases you should expect to not observe some of the indicators and to leave some of the tool blank. Whenever possible, share evidence you collected during the observation in a follow-up discussion.

After discussing the observed lesson, use the Beyond the Lesson Discussion Guide to put the content of the lesson in the context of the broader instructional plan. The questions in the Beyond the Lesson Discussion Guide help delineate what practices are in place, what has already occurred, and what opportunities might exist to incorporate the Shifts into the classroom during another lesson, further in the unit, or over the course of the year.

To further support content-specific planning, practice, and observation, explore the collection of free IPG companion tools, resources, and professional development modules at achievethecore.org/instructional-practice.

1. Refer to Aligning Content and Practice (achievethecore.org/IPG-aligning-content-and-practice) for the research underpinning the Core Actions and indicators of the Instructional Practice Guide and to learn more about how the design of the tool supports content-specific observation and feedback.

2. Refer to College- and Career-Ready Shifts in ELA/literacy (achievethecore.org/shifts-ela) and the 3–12 Publishers' Criteria for the Common Core State Standards for English Language Arts and Literacy (achievethecore.org/publisherscriteria-ela-3-12) for additional information about the Shifts.

CORE ACTIONS AND INDICATORS

For the complete Instructional Practice Guide, go to achievethecore.org/instructional-practice.

ELA / LIT
SUBJECT

3–12
GRADES

Core Action 1

Focus each lesson on a high-quality text (or multiple texts).

- A. A majority of the lesson is spent reading, writing, or speaking about text(s).

Name of Text: _____

Type of Text(s) (circle): Informational / Literary / Other Media or Format

- B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.

Quantitative Measure(s) used: _____

Quantitative Score(s): _____

Approximate Grade Band: _____

To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features, and the related task.

- C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.
-

Core Action 2

Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

- A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.
- B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.
- C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.
- D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.
-

Core Action 3

Provide all students with opportunities to engage in the work of the lesson.

- A. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson.
- B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty.
- C. The teacher expects evidence and precision from students and probes students' answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.
- D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.
- E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding. When appropriate, students refine written and/or oral responses.
- F. When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

CORE ACTION 1: Focus each lesson on a high-quality text (or multiple texts).

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR

RATING

A. A majority of the lesson is spent reading, writing, or speaking about text(s).

Name of Text: _____

Type of Text(s) (circle):

Informational / Literary / Other Media or Format

Yes- The lesson is focused on a text or multiple texts.
No- There is no text under consideration in this lesson.

B. The anchor text(s)³ are at or above the complexity level expected for the grade and time in the school year.⁴

Quantitative Measure(s) used: _____

Quantitative Score(s): _____

Approximate Grade Band: _____

To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features,⁵ and the related task.

Yes- The anchor text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.
No- The anchor text(s) are below the qualitative and/or quantitative complexity expected for the grade and time in the school year.
N/A- Anchor text not observed

C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.

Yes- The text(s) exhibits exceptional craft and thought and/or provides meaningful information in the service of building knowledge.
No- The text(s) does not exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.

3. Anchor texts are texts used as the centerpiece of instructional time, distinct from varied texts students might read on their own for a variety of purposes.
4. Refer to [achievethecore.org/ela-literacy-common-core/text-complexity](https://www.achievethecore.org/ela-literacy-common-core/text-complexity) for text complexity resources.
5. The SCASS rubric is a qualitative tool to determine the levels of meaning or purpose, text structure, language, knowledge demands (life experiences, cultural/literary knowledge, content knowledge).

CORE ACTION 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

| INDICATORS ⁶ / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR | RATING |
|---|--|
| <p>A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.</p> <p style="text-align: right;"><input type="checkbox"/> NOT OBSERVED</p> | <p>4- Most questions and tasks attend to the qualitative features of the text to build understanding.</p> <p>3- Many questions and tasks attend to the qualitative features of the text to build understanding.</p> <p>2- Few questions and tasks attend to the qualitative features of the text to build understanding.</p> <p>1- Questions and tasks do not attend to the qualitative features of the text to build understanding.</p> <p>N/A- There is no text present in the lesson.</p> |
| <p>B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.</p> <p style="text-align: right;"><input type="checkbox"/> NOT OBSERVED</p> | <p>4- Most questions and tasks require students to cite evidence from the text.</p> <p>3- Many questions and tasks require students to cite evidence from the text.</p> <p>2- Few questions and tasks require students to cite evidence from the text.</p> <p>1- Questions and tasks can be answered without evidence from the text.</p> <p>N/A- There is no text present in the lesson.</p> |
| <p>C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.</p> <p style="text-align: right;"><input type="checkbox"/> NOT OBSERVED</p> | <p>4- Vocabulary questions and tasks consistently focus students on the words, phrases, and sentences that matter most and how they are used in the text.</p> <p>3- Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text.</p> <p>2- Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text.</p> <p>1- No questions and tasks focus students on the words that matter most and how they are used in the text.</p> <p>N/A- There is no text present in the lesson.</p> |
| <p>D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.</p> <p style="text-align: right;"><input type="checkbox"/> NOT OBSERVED</p> | <p>4- Most questions and tasks are intentionally sequenced to support building knowledge.</p> <p>3- Some questions and tasks are intentionally sequenced to support building knowledge.</p> <p>2- Few questions and tasks are intentionally sequenced to support building knowledge.</p> <p>1- Questions and tasks seem random and are not intentionally sequenced to support building knowledge.</p> <p>N/A- There is no text present in the lesson.</p> |

6. These actions may be viewed over the course of 2–3 class periods.

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR / RATING

- 4- Teacher provides many opportunities, and most students take them.
- 3- Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.
- 2- Teacher provides some opportunities, and some students take them.
- 1- Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

| | |
|---|---|
| <p>A. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing.</p> <p>Students do the majority of the work of the lesson.</p> | <p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p> |
| <p>B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle.</p> <p>Students persevere through difficulty.</p> | <p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p> |
| <p>C. The teacher expects evidence and precision from students and probes students' answers accordingly.</p> <p>Students provide text evidence to support their ideas and display precision in their oral and/or written responses.</p> | <p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p> |
| <p>D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking.</p> <p>Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.</p> | <p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p> |
| <p>E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.</p> <p>When appropriate, students refine written and/or oral responses.</p> | <p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p> |
| <p>F. When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills.⁷</p> <p>Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.</p> | <p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p> |

7. The CCSS for Reading: Foundational Skills are applicable for grades 3–5 only.

BEYOND THE LESSON: DISCUSSION GUIDE

ENGLISH LANGUAGE ARTS / LITERACY

INTRODUCTION

The Beyond the Lesson Discussion Guide is designed for the post-observation conversation using the Instructional Practice Guide (achievethecore.org/instructional-practice) or any other observation rubric. The questions put the content of the lesson in the context of the broader instructional plan for the unit or year. The conversation should first reflect on the evidence collected during the observation to consider what worked, what could improve, and what resources are available to support improvement. If any parts of the Lesson Planning Tool (achievethecore.org/lesson-planning-tool) were used in preparing for the lesson, refer to that information during the discussion. After discussing the observed lesson, use the “Beyond the Lesson” questions to help clearly delineate what practices are in place, what has already occurred, and what opportunities might exist in another lesson, further in the unit, or over the course of the year to incorporate the Shifts into the classroom.

1. Why was this text selected for today’s lesson? Is this text one of a sequence of texts designed to build knowledge? Please explain. For more information refer to page 33 of the Standards.
2. What content knowledge are students expected to gain from reading this sequence of resources? For sample resources refer to achievethecore.org/text-set-project
3. Beyond this lesson, what steps have been taken to ensure that students are reading a range and volume of literary and informational texts as recommended by the CCSS? (Remember, Grades K–5 focus on 50% Literary and 50% Informational, while Grades 6–12 focus on 30% Literary and 70% Informational.) For more information refer to page 5 of the Standards.
4. What steps have been taken to ensure students are given frequent opportunities to read independently and engage with a high volume of texts? How are students held accountable for reading independently? For sample resources refer to achievethecore.org/text-set-project
5. Beyond this lesson, what steps have been taken to ensure all students are reading texts of increasing complexity with increasing independence over the course of the year? For sample resources refer to achievethecore.org/text-set-project
6. How are students monitored as they progress toward being able to read and comprehend grade-level literary and informational texts independently and proficiently? For more information refer to page 5 of the Standards.
7. How are all students supported in working with grade-level text? What scaffolds are provided for students who are reading below grade level? What opportunities are provided for students who are reading above grade level to engage more deeply with grade-level or above-grade-level texts?
8. How are students increasingly taking charge of speaking & listening, language, and writing tasks expected by the grade-level standards?
9. Beyond this lesson, what steps have been taken to ensure that student writing tasks reflect the range of tasks recommended by the CCSS? (Remember, CCSS recommends 30% argument, 35% explanatory or informational, and 35% narrative.) For more information refer to page 5 of the Standards.
10. What steps have been taken to ensure students regularly conduct both short and more sustained research projects? For sample resources refer to achievethecore.org/text-set-project

CLASSROOM ENVIRONMENT: IMPORTANT TO CREATING A LITERACY-RICH ENVIRONMENT

In addition to the discussion between observer and teacher, be aware that the following environmental factors may also provide useful information. The classroom library organization supports the following:

- Reading a wide range of text genres and resources at varying levels of complexity (poetry, fiction, bibliographies, informational texts, videos, etc.)
- Building knowledge about a range of topics (history, social studies, science, technical subjects, arts, music, etc.)
- Integrating authentic response options for students (book reviews, recorded reading, writing, discussions, etc.)

Text Complexity: Qualitative Measures Rubric¹

LITERATURE

Text Title _____

Text Author _____

| | Exceedingly Complex | Very Complex | Moderately Complex | Slightly Complex |
|-------------------|---|--|---|---|
| TEXT STRUCTURE | <ul style="list-style-type: none"> ○ Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail ○ Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text | <ul style="list-style-type: none"> ○ Organization: May include subplots, time shifts and more complex characters ○ Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text | <ul style="list-style-type: none"> ○ Organization: May have two or more storylines and occasionally be difficult to predict ○ Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text | <ul style="list-style-type: none"> ○ Organization: Is clear, chronological or easy to predict ○ Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text |
| LANGUAGE FEATURES | <ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language ○ Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts | <ul style="list-style-type: none"> ○ Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words | <ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ Sentence Structure: Primarily simple and compound sentences, with some complex constructions | <ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences |
| MEANING | <ul style="list-style-type: none"> ○ Meaning: Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text | <ul style="list-style-type: none"> ○ Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text | <ul style="list-style-type: none"> ○ Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety | <ul style="list-style-type: none"> ○ Meaning: One level of meaning; theme is obvious and revealed early in the text. |
| KNOWLEDGE DEMANDS | <ul style="list-style-type: none"> ○ Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader ○ Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements | <ul style="list-style-type: none"> ○ Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers ○ Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements | <ul style="list-style-type: none"> ○ Life Experiences: Explores several themes; experiences portrayed are common to many readers ○ Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements | <ul style="list-style-type: none"> ○ Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers ○ Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements |

¹ Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

What Makes This Text Complex (Grades 3-12)?

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile, measure in this database. For more information on other valid quantitative measures, click [here](#).



Use this chart for quick reference:

| | |
|-------------|------------|
| 2-3 band | 420-820L |
| 4-5 band | 740-1010L |
| 6-8 band | 925-1185L |
| 9-10 band | 1050-1335L |
| 11-CCR band | 1185-1385L |

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension, note some examples from the text that make it more or less complex. For more information on these four dimensions, click [here](#).

| | |
|--------------------------|--------------------------|
| | |
| Meaning/Purpose | Text Structure |
| Language Features | Knowledge Demands |
| | |

3. Reader and Task Considerations

What will challenge my students most in this text? What supports can I provide?

How will this text help my students build knowledge about the world?

What Makes This Text Complex (Grades 3–12)?: Model Response

“Declaration of Sentiments, Seneca Falls Conference, 1848” by Elizabeth Cady Stanton

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile, measure in this database. For more information on other valid quantitative measures, click [here](#).

1480L

Use this chart for quick reference:

| | |
|-------------|------------|
| 2–3 band | 420–820L |
| 4–5 band | 740–1010L |
| 6–8 band | 925–1185L |
| 9–10 band | 1050–1335L |
| 11–CCR band | 1185–1385L |

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension, note some examples from the text that make it more or less complex. For more information on these four dimensions, click [here](#).

| | |
|--|---|
| <p><u>Slightly Complex</u> The purpose is clear as evidenced in the heading and opening paragraphs of the text: “Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.”</p> <p style="text-align: center;">Meaning/Purpose</p> | <p><u>Slightly Complex</u> Connections between ideas are explicit and clear. The text first outlines the disenfranchisement and unjust circumstances for women in the United States. Then it insists women be immediately granted all the rights and privileges afforded to full citizens. It concludes with a statement of action to maintain that equality.</p> <p style="text-align: center;">Text Structure</p> |
| <p><u>Very Complex</u> The text contains some abstract language. Vocabulary is sometimes archaic and overly academic. There are many complex sentences with several subordinate phrases, clauses, and transition words: “Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves, by abolishing the forms to which they are accustomed.”</p> <p style="text-align: center;">Language Features</p> | <p><u>Moderately Complex</u> The text relies on common practical knowledge of the notion of equal human rights, and includes allusions to the Declaration of Independence and the principles of democracy and citizenship.</p> <p style="text-align: center;">Knowledge Demands</p> |

3. Reader and Task Considerations

What will challenge my students most in this text? What supports can I provide?

- The allusions to the Declaration of Independence may not be apparent to some students.
- Much vocabulary will need to be taught/explained/discussed so students can identify the messages throughout the text. Some of the syntax and vocabulary is archaic and could challenge even mature readers.

How will this text help my students build knowledge about the world?

- Students will begin to understand the circumstances behind the movement for equal women’s rights in the United States. The issue is relevant to 7th students. The piece exhibits exceptional craft and contains rich language and historical context.

The Observation and Feedback Cycle: Best Practices for Low Inference Notes

Observe

The school leader visits the classroom and takes low-inference notes on teacher and student actions.

Best Practices for Observation

1. **Eliminate effects of bias.** Enter the classroom without judgment and work from evidence.
2. **Take low-inference notes.** Write down only what teacher and students say and do.
3. **Look for learning.** Seek evidence of what students know and are able to do.
4. **Remain, review, reflect.** Pause to organize your evidence before rating.

Collecting low inference evidence during an observation

Capturing high-quality notes during the observation is the first step in ensuring that ratings are accurate and feedback aligns to teachers' needed areas of improvement. **Low-inference note-taking is a skill**, not knowledge. Knowing how to do a push-up doesn't mean you can do 25 of them in 60 seconds; it comes with practice. When taking low-inference notes, the school leader describes what is taking place without drawing conclusions or making judgments about what he or she observes. When taking notes on instruction, ask:

- What do you see and hear the teacher and students saying and doing?
- What evidence can you gather of student learning?
- What will students know and be able to do at the end of the lesson?

Common mistakes/pitfalls to avoid

- Distinguish between low-inference statements and opinions. For instance, you can identify key words that give away subjectivity: e.g., *"I think,"* or *"I feel."* Be cognizant of keeping evidence separate from opinions, using this framework:

| Evidence | Opinion |
|--|---|
| <ul style="list-style-type: none"> • Is observable • Is not influenced by the observer's perspective • Is free of evaluative words • Does not draw conclusions | <ul style="list-style-type: none"> • Makes inferences • Depends on observer's perspective • Includes evaluative words • Draws conclusions |

- Replace vague quantifiers by capturing more specific evidence: e.g., *"a lot of students raised their hands"* vs. *"17 of 20 students raised their hands."*
- Swap Edu-Speak for Evidence. For example, rather than saying, *"You differentiated by scaffolding questions during the mini-lesson,"* identify the actual questions that the teacher asked, such as *"What is the name of this shape? How is it different from a square or rectangle? Where in real life have you seen this shape?"*

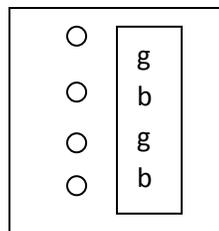
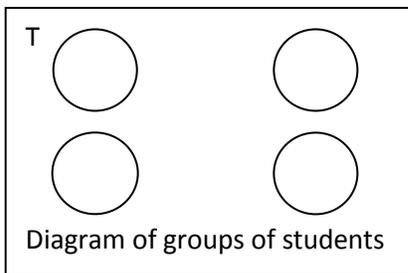
Tips for low inference note taking

Where to find the data for student outcomes during an observation:

- Sit with a table/group of students. Write down the questions asked and answers given by the students in that group.
- Copy down what each student has written on their paper VERBATIM into your observation notes (e.g., answer to #2 on handout, response to quick-write prompt). The observer can obtain a handout from the teacher, if available, and record the answers directly onto it.
- Write down the time and circulate in the room. Record the item that all students are working on in that moment. Then, go around a second time.
- Select a problem, determine the correct answer, and tally the number of students who have the correct response written on their papers.
- If recording observation notes using an iPad, use the iPad to take pictures of actual student work during the classroom observation.
- Move around the classroom and identify students performing at high, medium, low levels and strategically capture their work
- Monitor observation notes to ensure that the “student side” is not neglected.
- Ask students to tell you what they are learning/doing, why they are learning, and if they have learned anything new today.
- Collect the lesson plan and/or copies of student work prior to leaving the classroom.

How do I capture as much evidence as possible?

- Set up a coding system (T= teacher, S= student, HU= hands up)
- Time transitions, each section of the lesson, work time, etc.
- Copy objective or aim, or make a note if it is not posted
- Draw circles to represent groups of students or teacher interaction with students



- If you notice a trend, create a tally on the side, so you can capture other evidence that may be occurring while also documenting the trend. For example, Jane is the only one responding to the teacher’s questions. You may capture several instances verbatim, but you can also capture how many times it occurs if you can’t capture everything Jane said.

Use tallies or shorthand in the diagram or a chart:

| | |
|--|-----------------|
| Jane is called on | |
| Times teacher provides feedback to front table | |

- Quality over quantity: collect a full interaction.
 - When teacher did __, student __. When student said __, teacher said __.

Low-Inference Note-Taking Samples: Strong versus Weak

Strong example of low-inference notes:

| Time | Teacher Actions | Student Actions |
|------|---|---|
| 1:00 | Teacher says to walking students, "You need to be on the rug in 3-2-1." | Twenty-four students on the carpet facing the front of the room. 3 students walking around the classroom. As teacher said "one" students joined classmates. |
| 1:01 | Teacher asked "How many days are there in the week?" Teacher repeated question and then said, "Anyone?" Teacher asked kids to stand and lead them in "The Days of the Week" song. | 5-6 kids spoke to each other when teacher spoke. She called on Terrence who said "7." 16 of the 27 kids stood up for the song. |
| 1:02 | Teacher asked "What day comes after Saturday?" | Steven shouted out, "Monday!" Most students laughed – 2 boys physically rolled around and knocked over 2 girls. Steven walked away from the group, and sat in the opposite corner of the classroom. |
| 1:03 | Teacher said, "OK boys and girls if you hear my voice clap once, if you hear my voice clap twice." | After two claps, all but 2 boys were quiet and looking at her. |

Weak example of low-inference notes:

| Time | Teacher Actions | Student Actions |
|------|--|--|
| 1:00 | | Students on carpet during mini-lesson. Lots of students walking around the classroom while the teacher tried to get their attention. |
| 1:01 | Teacher asked questions about the calendar. | Many students were not listening while the teacher reviewed the days of the week. |
| 1:02 | | Steven called out over and over again when you asked the question about the days of the week. |
| 1:03 | | Steven walked away from the group and the class fell apart. |
| 1:04 | Mini-lesson is not successful. Little student learning accomplished as teacher has no classroom management skills. | |
| 1:05 | Poor classroom management continues through sloppy transitions from carpet to desks. | Several students are talking to one another. |
| 1:06 | The teacher seemed to be okay with this. | A few students go to the round table. Some start reading and some don't. |

Instructional Practice Guide – Using Complex Text to Build Content Knowledge Model Response

| Indicator | Evidence |
|---|--|
| Core Action 1: Focus each lesson on a high-quality text (or multiple texts). | |
| <p>A. A majority of the lesson is spent reading, writing, or speaking about text(s).</p> <p>Name of Text(s): <u>The Declaration of Sentiments</u> Type of Text(s) (circle): <u>Informational</u> / Literary / Other Media or Format</p> | <p>The entire lesson includes a series of small group student discussions and whole class discussions in response to several text-dependent questions.</p> |
| <p>B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year. Quantitative Measure(s) used: <u>Lexile</u></p> <p>Quantitative Score(s): <u>1480 L</u></p> <p>Approximate Grade Band: <u>Beyond 11-CCR</u> To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features, and the related task.</p> | <p>Quantitative complexity (according to Lexile analyzer) is 1480L, which puts the text just beyond the 11-CCR band, likely due to the language demands and complex sentences.</p> <p>Qualitative complexity includes: very complex language features due to some abstract language, some archaic and overly academic vocabulary, and many complex sentences with several subordinate phrases, clauses, and transition words. The knowledge demands include the notion of equal human rights, the principles of democracy and citizenship, and allusions to the Declaration of Independence.</p> <p>The text is part of a unit from an aligned OER resource for 7th grade students, making it appropriate for the grade and time of the year due to the connected content and planned scaffolds.</p> |

| Indicator | Evidence |
|---|--|
| <p>C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.</p> | <p>The text describes the circumstances behind the movement for equal women’s rights in the United States. The issue is relevant to 7th grade students. The piece is part of the “Great Conversation” of American Democracy and exhibits exceptional craft and contains rich language and historical context.</p> |
| <p>Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.</p> | |
| <p>A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.</p> | <p>Questions posed attend to the language, knowledge demands, and purpose of the text, for example:</p> <ul style="list-style-type: none"> • “In the sentence in lines 23–26 who is being referred to as ‘them’ and ‘their’?” • “How do we know there is a history of degradation?” • “Beginning at line 32 and continuing to line 71, a series of grievances is listed; create categories that encompass all of these grievances.” • “Why would these authors intentionally use the language and format of the Declaration of the Independence to introduce their cause?” |
| <p>B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.</p> | <p>The questions and subsequent discussion tasks require students to use evidence to summarize the text, determine the meaning of words and phrases as they are used in a text, and identify aspects of a text that reveal the author's point of view or purpose.</p> <p>During small group and whole class discussions, students read the text and explicitly refer to line number evidence to support their responses and add on to those of their classmates.</p> <p>A writing task is not included during the filmed portion of the overall lesson; however, the teacher refers to a writing task planned for the following day.</p> |

| Indicator | Evidence |
|--|---|
| <p>C. Questions and tasks attend to the words (academic vocabulary), phrases and sentences within the text.</p> | <p>Many questions during the lesson attend to specific sentences and phrases in the text. One question specifically addresses pronoun references in the text (“them” and “their”).</p> <p>There are no planned questions asked about academic vocabulary in the text. The teacher addresses some vocabulary with follow-up questions during student discussions (e.g., despot, elective franchise, self-confident).</p> |
| <p>D. Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.</p> | <p>There is a series of six questions or tasks throughout the lesson sequence that are designed to build knowledge. At the start of the observed lesson, the teacher refers to an orienting question from the previous day; during the observed lesson, students attend to the four text-dependent questions listed above, and at the close of the observed lesson, the teacher refers to a writing prompt that will be completed the following day. These questions and tasks support deeper dives into the text and guide students through key points in the text, building upon ideas and evidence from previous questions.</p> |
| <p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</p> | |
| <p>A. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing.</p> <p>Students do the majority of the work of the lesson.</p> | <p>The lesson was a combination of small group and whole class discussion, and most students participated actively.</p> <p>The teacher offered students strategies for students to do the work of the lesson, such as organizing portions of the text that contain dense information (e.g., as students prepared to respond to the question, “Beginning at line 32 and continuing to line 71 a series of grievances is listed; create categories which encompass all of these grievances”) by offering options for either annotating the text and jotting categories in the margin or taking notes by category and listing line numbers for the evidence.</p> |

| Indicator | Evidence |
|--|--|
| <p>B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle.</p> <p>Students persevere through difficulty.</p> | <p>In this lesson, students demonstrate perseverance with a challenging task: the text is complex beyond the grade band and students repeatedly read and re-read the text to provide evidence to support their answers</p> <p>When students provide incorrect responses, the teacher at times asks leading questions to probe student responses. The teacher often begins phrases and allows students to attempt to complete the statement. For example, “If you can’t make decisions... what are you not allowed to do?” Students are expected to say, “vote.” Students attempt several responses before stating the expected response. This repeats with several of the text-dependent questions in the lesson.</p> |
| <p>C. The teacher expects evidence and precision from students and probes students' answers accordingly.</p> <p>Students provide text evidence to support their ideas and display precision in their oral and/or written responses.</p> | <p>The teacher regularly asks students to explain their thinking with evidence from the text. Most students have a habit of using evidence from the text to support their ideas about the text, both orally and in writing (e.g., rephrasing the questions to begin their responses, referring to specific line numbers when citing evidence, and using sentence stems such as “this makes me think..., this shows...”).</p> <p>Students’ use of text evidence often does not yield precise responses. At these times, the teacher often repeats questions several times to prompt students to elaborate (and students attempt several responses before settling on a final response) or the teacher provides the more accurate answer (for example, when students provide answers like “how society sees women” and the teacher responds, “So how might their self-confidence be...?” to try to get to students to the concept of “self-esteem”).</p> |
| <p>D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking.</p> <p>Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.</p> | <p>The teacher created the conditions for student conversations by explaining the success criteria for participation points for group discussion and annotation. Additionally, students sat in small groups of 3 or 4 to encourage student conversation.</p> <p>During small group and whole class discussions, students often completed teacher-directed discussion tasks by sharing their and ideas about and evidence from the text. For example, during the whole class discussion of, “In the sentence in lines 23-26 who is being referred to as ‘them’ and ‘their’?”, the teacher called on one student from two different groups to share responses and asked two additional students from two different</p> |

| Indicator | Evidence |
|--|--|
| | <p>groups to respond to scaffolded questions.</p> <p>However, no evidence of student-to-student discourse was observed; students did not talk about one another's thinking in order to improve their understanding of the text.</p> |
| <p>E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.</p> <p>When appropriate, students refine written and/or oral responses.</p> | <p>The teacher often recognizes responses that show partial or limited comprehension and then directs students to other sections of the text for further evidence. For example, as students discuss the question, "In the sentence in lines 23-26 who is being referred to as 'them' and 'their'? How do we know there is a history of degradation?", the teacher reminds students not to forget the title of the text (refers to women's grievances).</p> <p>Students sometimes refine their responses as a result of feedback or lesson adaption. For example, as a student attempts to respond to the question, "Why would these authors intentionally use the language and format of the Declaration of the Independence to introduce their cause?", the teacher points out that he skips an entire portion of the text. The student re-reads the text and remarks, "Never mind, I was definitely not reading..."</p> <p>It is not clear from the observed lesson to what extent the teacher adapts the lesson according to student understanding.</p> |
| <p>F. When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills.</p> <p>Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.</p> | <p>Not Observed</p> |

Lesson Plan

Lesson Title: Declaration of Sentiments: Women’s Grievances Against Men Close Read

Author Name: Marcia Motter

School: Archie Clayton Pre-AP Academy

Contact information: mmotter@washoeschools.net

Appropriate for Grade Level(s): 8th

Total Time Needed: 3-4 days/50 minute class periods

Common Core Strategy: Close Read

Lesson Objective(s):

Students will be able to read, speak, and write about a complex text.

Students will be able to cite evidence from the text that supports a claim.

Students will be able to discuss the text in a small group and whole class setting.

Students will understand the reasons why women wanted the right to vote.

US History Standard(s):

H3.[6-8].11 Discuss the rise of the Populist and Progressive Movements and explain how the reflected social change.

H3.[6-8].12 Explain the major social, technological, and cultural developments of the 1920’s.

CCSS(s):

RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.10, W.7.2, W.7.4, WHST.6-8.1, SL.7.1, SL.7.1a, SL.7.1d

Materials:

Close Read Materials: Outline of Close Reading Steps, Declaration of Sentiments: Women’s Grievances Against Men Close Read, Argumentative Paragraph Foldable, Rough Draft Graphic Organizer #1, Rough Draft Graphic Organizer #2, Writing Prompt,

Supplemental Writing Materials: What is a Claim?, Citing Evidence and Reasoning

Lesson Outline: This lesson follows the *Outline of Close Reading Steps* created by Angela Orr. The teachers in Washoe County School District use this method when using this *Common Core* strategy.

| Time Frame (e.g. 15 minutes) | What is the teacher doing? | What are students doing? | CCSS Core Actions Addressed |
|---------------------------------|--|--|-----------------------------|
| Day 1: 5 min | (Before class starts for the day, place students into small, heterogeneous ability groups. Groups of 4 work the best.) Give students their new seat assignments for the next few days. | Students are moving to their new seats. Students are introducing themselves to their group mates. | Core Action 3A, 3C, 3D |

| | | | |
|---------|--|--|---|
| 5 min | <p>Explain to the class that we will be working on a Close Read over the next few days. It will be on women's suffrage. *This is a cold read. Do not frontload with background or contextual information about the document itself. But students will have knowledge of the time period and events leading up to this.</p> <p>Pass out the text to the class.</p> | <p>Students are actively listening.</p> <p>Students ask any questions needed for clarification.</p> | Core Action 1B, 1C |
| 10 min | <p>Before reading the text, ask the class what they notice about the text.</p> <p>Note the following with the class: title, date, author, where it took place, line numbering, underlined vocabulary words in the text, and word definitions in the box on the right hand side.</p> | <p>Students are reviewing the text and thinking of possible answers.</p> <p>Students are sharing what they notice about the text.</p> | <p>Core Action 1A, 1B, 1C</p> <p>Core Action 2A</p> <p>Core Action 3A, 3B, 3C,3D</p> |
| 5 min | <p>Tell the class that they will read the text individually. They will read for information, no annotating on this text.</p> <p>Circulate around the room while students are reading.</p> | <p>Students are reading the text.</p> | <p>Core Action 1A, 1B, 1C</p> <p>Core Action 3A,3D</p> |
| 5-7 min | <p>When most of the students are done reading the text, tell them that they are done reading on their own.</p> <p>Have the class follow along while reading the text aloud to promote fluency and to provide an additional scaffold for students who may struggle with independent reading.</p> | <p>Students are actively listening to the text being read.</p> <p>Students are following the reading as the teacher reads it aloud.</p> <p>Students are underlining important ideas and information.</p> | <p>Core Action 1A, 1B, 1C</p> <p>Core Action 3A, 3D</p> |
| 5-6 min | <p>Give students the first question: <i>What language in lines 6-15 parallel the phrasing of the Declaration of Independence?</i></p> <p>Have students, in their small group, go back into the text to find the answer(s) to the question. All answers need to be evidence based. However, this also requires remembering the Declaration of Independence.</p> | <p>Students are discussing the evidence that they have found.</p> <p>Students are referring to the line numbers on the left side of the text when discussing their answers.</p> <p>Students are annotating their text.</p> <p>Students are being assessed formatively while the teacher watches them work in their small groups. The teacher provides probing questions as needed.</p> | <p>Core Action 1A, 1B, 1C</p> <p>Core Action 2A, 2B, 2C, 2D</p> <p>Core Action 3A, 3B, 3C, 3D</p> |

| | | | |
|-----------------------|---|---|--|
| 5-6 min | Bring the students back to a whole class discussion. Ask different students in different groups to share their answers. There are multiple answers to the question. Ask enough students the question to make sure that they have enough support and evidence for the answer. | Students are actively listening to the whole group discussion. Students are sharing their answers/evidence with the class. Students are annotating their text as needed. Students are being given probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| Day 2 5 min | The class will be sitting in their same groups today for continued discussion of the text. Ask the class to get out their text. | Students are preparing for class by taking out their text and a pencil. | Core Action 1A, 1B, 1C |
| 5-6 min | Give students the second question: <i>In the sentence in lines 23-26 who is being referred to as “them” and “their”? How do we know there is a history of degradation?</i> Have students, in their small group, go back into the text to find the answer(s) to the question. All answers need to be evidence based. | Students are discussing the evidence that they have found. Students are referring to the line numbers on the left side of the text when discussing their answers. Students are annotating their text. Students are being assessed formatively while the teacher watches them work in their small groups. The teacher provides probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| 5-6 min | Bring the students back to a whole class discussion. Ask different students in different groups to share their answers. There are multiple answers to the question. Ask enough students the question to make sure that they have enough support and evidence for the answer. | Students are actively listening to the whole group discussion. Students are sharing their answers/evidence with the class. Students are annotating their text as needed. Students are being given probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |

| | | | |
|---------|---|--|---|
| 5-6 min | <p>Give students the third question: <i>Beginning at line 32 and continuing to line 71 a series of grievances is listed; create categories which encompass all of these grievances.</i></p> <p>Have students, in their small group, go back into the text to find the answer(s) to the question. All answers need to be evidence based.</p> | <p>Students are discussing the evidence that they have found.</p> <p>Students are referring to the line numbers on the left side of the text when discussing their answers.</p> <p>Students are annotating their text.</p> <p>Students are being assessed formatively while the teacher watches them work in their small groups. The teacher provides probing questions as needed.</p> | <p>Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D</p> |
| 5-6 min | <p>Bring the students back to a whole class discussion. Ask different students in different groups to share their answers. There are multiple answers to the question.</p> <p>Ask enough students the question to make sure that they have enough support and evidence for the answer.</p> | <p>Students are actively listening to the whole group discussion.</p> <p>Students are sharing their answers/evidence with the class.</p> <p>Students are annotating their text as needed.</p> <p>Students are being given probing questions as needed.</p> | <p>Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D</p> |
| 5-6 min | <p>Give students the fourth question: <i>Why would these authors intentionally use the language and format of the Declaration of the Independence to introduce their cause?</i></p> <p>Have students, in their small group, go back into the text to find the answer(s) to the question. All answers need to be evidence based.</p> | <p>Students are discussing the evidence that they have found.</p> <p>Students are referring to the line numbers on the left side of the text when discussing their answers.</p> <p>Students are annotating their text.</p> <p>Students are being assessed formatively while the teacher watches them work in their small groups. The teacher provides probing questions as needed.</p> | <p>Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D</p> |
| 5-6 min | <p>Bring the students back to a whole class discussion. Ask different students in different groups to share their answers. There are multiple answers to the question.</p> <p>Ask enough students the question to make sure that they have enough support and evidence for the answer.</p> | <p>Students are actively listening to the whole group discussion.</p> <p>Students are sharing their answers/evidence with the class.</p> <p>Students are annotating their text as needed.</p> <p>Students are being given probing questions as needed.</p> | <p>Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D</p> |

| | | | |
|-----------------------|--|---|--|
| 5-6 min | Give students the fifth question: <i>How are the authors planning to further promote their cause?</i> Have students, in their small group, go back into the text to find the answer(s) to the question. All answers need to be evidence based. | Students are discussing the evidence that they have found. Students are referring to the line numbers on the left side of the text when discussing their answers. Students are annotating their text. Students are being assessed formatively while the teacher watches them work in their small groups. The teacher provides probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| 5-6 min | Bring the students back to a whole class discussion. Ask different students in different groups to share their answers. There are multiple answers to the question. Ask enough students the question to make sure that they have enough support and evidence for the answer. | Students are actively listening to the whole group discussion. Students are sharing their answers/evidence with the class. Students are annotating their text as needed. Students are being given probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| Day 3 5 min | Instruct the students to sit in their original seats. There is individual work today. Group work is over. Ask the students to take out their annotated text. | Students sit in their original seat. Students are preparing for class by taking out their annotated text and a pencil. | Core Action 1A, 1B, 1C |
| 45 min | Write the question on the board: <i>Using evidence from the document, describe why the Seneca Falls Convention was a necessary step toward women's equality. Use at least four pieces of evidence from the document to support your answer.</i> Explain to the class that they are going to write a paragraph that answers this question. They will use evidence from this text to answer the question. Differentiated Instruction: Students can use either one of the <i>Graphic Organizers</i> or the <i>Foldable</i> to help them organize and write their rough draft. (These are organizers they have used in the past.) | Students are listening to the directions for the writing assignment as the teacher explains them. Students will write a rough draft for their paragraph, they may use the <i>Graphic Organizer</i> or the <i>Foldable</i> to help them complete their rough draft. | Core Action 1A, 1B, 1C Core Action 3A, 3B, 3D |

| | | | |
|---|---|---|--|
| <p>Day 4/Optional 50 min</p> | <p>Ask students to get out their rough drafts and their text from yesterday. Pass out the writing prompt. Explain to the class that they will have the class period to write the final draft of their paragraphs. It will be due at the end of class today. Walk around and assist students. Remind them of the ways they have learned to cite evidence from text. (Option: If there are time constraints, pass out the writing prompt and assign the final writing piece as homework on Day 4 and have it due today.)</p> | <p>Students will take out their rough drafts and text from yesterday. Students will use their rough draft and supplemental writing materials to write the final copy of their paragraphs. Students will turn in the final copies of their paragraphs.</p> | <p>Core Action 1A, 1B, 1C Core Action 3A, 3B, 3C, 3D</p> |
|---|---|---|--|

Assessment: The final paragraph written and turned in at the end of the lesson.

| Text Dependent Questions | Teacher Notes and Possible Textual Evidence for Student Answers |
|--|---|
| <p>What language in lines 6-15 parallel the phrasing of the Declaration of Independence?</p> | <p>Purpose: To orient the reader to a document which represents an American woman’s Declaration of Independence. Answers: Direct parallel in lines 6-10 Line 11; note the word “women” has been added Lines 12-15 stopping at the word “governed” on line 15</p> |
| <p>In the sentence in lines 23-26 who is being referred to as “them” and “their”? How do we know there is a history of degradation?</p> | <p>Purpose: To have the reader identify the wronged population and their rationale for seeking remedy. Answers: “Them” and “Their” refers to women. Line 23, “A long train of abuses and usurpations...”</p> |
| <p>Beginning at line 32 and continuing to line 71 a series of grievances is listed; create categories which encompass all of these grievances.</p> | <p>Purpose: For the reader to identify and separate the grievances listed in the document. Answers: Categories should be similar to these but may not be exact. <u>Politics/Voting Rights</u> <u>Marriage</u> <u>Self Esteem/Self Worth</u> (32,33,34-35,36-38) (39, 42-45, 46-50) (41-43, 57-58, 64-66, 69-71) <u>Property/Employment</u> <u>Education</u> (40, 51-53, 54-55, 56-58) (57-58, 59-60)</p> |
| <p>Why would these authors intentionally use the language and format of the Declaration of Independence to introduce their cause?</p> | <p>Purpose: To have students understand the intentional tone of disenfranchisement in an “equal society.” Answers: lines 74-76</p> |
| <p>How are the authors planning to further promote their cause?</p> | <p>Purpose: The reader recognizes that this is an intentional crusade of equality. Answers: lines 79-82: employ agents, circulate tracts, petition legislatures, enlist the pulpit and press and continue with a series of conventions throughout the nation.</p> |
| | |

Writing Prompt:

Using evidence from the document, describe why the Seneca Falls Convention was a necessary initial step toward women's equality. Use at least four pieces of evidence from the document to support your explanation.

Checklist identifying key points that will assist in measuring student success and/or difficulty with the close reading and/or writing prompt.

Students are expected to use a well-developed essay with a strong introduction and conclusion. The essay should include at least four examples (including line numbers) from the document with well-developed commentary. Examples may include evidence of specific inequalities, grievances against men, disenfranchisement with so-called "equal rights," and general dissatisfaction with their overall social status.

Lesson Plan Analysis

Lesson: _____

Use this document to record information/evidence from the sample lesson plan. Evidence should consider the Core Actions. You may also record potential questions you have beyond the lesson. Evidence recorded will be integrated into the Feedback Summary worksheet.

| Core Action 1: Focus each lesson on a high-quality text (or multiple texts). |
|--|
| Discussion Questions |
| <p>What text(s) will be used in the lesson? If multiple texts are used, is it clear which of these texts are anchor or supporting texts?</p> |
| <p>Is there evidence that the text(s) were evaluated for complexity?</p> |
| <p>What evidence can be noted for the text exhibiting exceptional craft and thought and/or providing meaningful information in the service of building knowledge? What are the central ideas of the text?</p> |
| <p>What is the intended learning for the lesson?</p> |
| <p>Which standard(s) are targeted in this lesson?</p> |
| <p>Does the lesson plan for a majority of the time to be spent reading, writing, or speaking about the text?</p> |

Core Action 2:

Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

Discussion Questions

How are questions, activities, and tasks designed and sequenced to guide students to the central ideas and development of the text to build knowledge?

How will students be expected to use evidence from this text to demonstrate understanding and support their ideas (e.g., Think, Pair, Share; journal; small group discussion, act it out, etc.)?

Which vocabulary words, phrases, and sentences demand time and attention because they are:

- **critical to comprehension *or***
- **valuable words for students to know *or***
- **related to the central idea of the text?**

How are they addressed in the lesson?

If present, what is the culminating task for the lesson? How will students demonstrate understanding of the structure, concepts, ideas, or details of the text?

**Core Action 3:
Provide all students with opportunities to engage in the work of the lesson.**

Discussion Questions

What scaffolds are planned so that all students will persevere through difficult tasks?

What supports are planned for students who read below grade level?

What extensions are planned for students who read above grade level?

What consideration and opportunities for student progress toward independent reading of this text are built into the lesson?

How are language and foundational skills practice addressed (for grades K-5, if applicable) in the lesson?

Beyond the Lesson

Discussion Questions

Are there indications that this text is one of a sequence designed to build knowledge?

Is there evidence of how this lesson fits within longer-term content goals?

Is there evidence of support for increasing independence in writing or speaking?

Lesson Plan Analysis: Model Response

Lesson: Grade 7 – Using Close Reading to Build Knowledge

Use this document to record information/evidence from the sample lesson plan. Evidence should consider the Core Actions. You may also record potential questions you have beyond the lesson. Evidence recorded will be integrated into the Feedback Summary worksheet.

Core Action 1: Focus each lesson on a high-quality text (or multiple texts).

Discussion Questions

What text(s) will be used in the lesson? If multiple texts are used, is it clear which of these texts are anchor or supporting texts?

The text at the center of the lesson is “Declaration of Sentiments, Seneca Falls Conference, 1848” written by Elizabeth Cady Stanton.

Is there evidence that the text(s) were evaluated for complexity?

Neither quantitative nor qualitative complexity information for the text is included in the lesson plan.

What evidence can be noted for the text exhibiting exceptional craft and thought and/or providing meaningful information in the service of building knowledge? What are the central ideas of the text?

The informational text outlines the case for equal women’s rights in the United States. Using the U.S. Declaration of Independence and the anti-slavery movement as models, “Declaration of Sentiments” outlines the disenfranchisement and unjust circumstances for women in the United States and insists they be immediately granted all the rights and privileges afforded to full citizens. It concludes with a statement of action to maintain that equality. It was signed at the Women’s Rights Convention: Seneca Falls, New York on July 19, 1848. The issue is relevant to grade 7 students. The piece exhibits exceptional craft and contains rich language and historical context.

What is the intended learning for the lesson?

The lesson plan includes the following learning targets. Students will be able to:

- read, speak, and write about a complex text
- cite evidence from the text that supports a claim
- discuss the text in a small group and whole class setting
- understand the reasons why women wanted the right to vote

Which standard(s) are targeted in this lesson?

US History Standard(s):

- H3.[6-8].11 Discuss the rise of the Populist and Progressive Movements and explain how the reflected social change.
- H3.[6-8].12 Explain the major social, technological, and cultural developments of the 1920’s.
- CCSS(s): RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.10, W.7.2, W.7.4, WHST.6-8.1, SL.7.1, SL.7.1a, SL.7.1d

The standards address a range of expectations for grades 6–8, with some specific references to grade 7.

Does the lesson plan for a majority of the time to be spent reading, writing, or speaking about the text?

Yes, the plan is focused exclusively on the text. Over the course of the three-day lesson, students will first be given time to read the text. They will participate in small and whole class discussions while responding to text-dependent questions, and finally will individually draft a written response to the culminating prompt.

Core Action 2:

Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

Discussion Questions

How are questions, activities, and tasks designed and sequenced to guide students to the central ideas and development of the text to build knowledge?

There is a culminating writing task planned for day 3. Beginning on day 1, the lesson describes reading and annotation tasks designed for students to access the text. During the second day of the lesson, a series of discussion questions are planned to guide students to key evidence that will be used to respond to the culminating writing task on day 3.

How will students be expected to use evidence from this text to demonstrate understanding and support their ideas (e.g., Think, Pair, Share; journal; small group discussion, act it out, etc.)?

From the lesson plan, pages 10–11 include “Possible Textual Evidence for Student Answers” for each question.

On page 12 of the lesson plan, the Outline of Close Reading Steps #6–9 describe the expectations for students’ use of evidence in reading, speaking, and writing tasks when close reading.

Which vocabulary words, phrases, and sentences demand time and attention because they are:

- **critical to comprehension *or***
- **valuable words for students to know *or***
- **related to the central idea of the text?**

Targeted vocabulary words include: impel, prudence, usurpations, elective franchise, civilly dead, chastisement, remuneration, subordinate, abject, degradation, tracts.

How are they addressed in the lesson?

Pages 7–9 in the lesson plan include the text along with 11 words and phrases emphasized in the margin; student-friendly definitions are provided for teacher reference.

If present, what is the culminating task for the lesson? How will students demonstrate understanding of the structure, concepts, ideas, or details of the text?

The lesson plan states that students will write a paragraph that answers the prompt: “Using evidence from the document, describe why the Seneca Falls Convention was a necessary step toward women’s equality. Use at least four pieces of evidence from the document to support your answer.”

**Core Action 3:
Provide all students with opportunities to engage in the work of the lesson.**

Discussion Questions

The questions below are all supported by the same set of details from the lesson plan; therefore, the questions have been combined rather than providing individual responses for each question.

**What scaffolds are planned so that all students will persevere through difficult tasks?
What supports are planned for students who read below grade level?
What consideration and opportunities for student progress toward independent reading of this text are built into the lesson?**

From day 1 of the lesson plan:

“Before reading the text, ask the class what they notice about the text.
Note the following with the class: title, date, author, where it took place, line numbering, underlined vocabulary words in the text, and word definitions in the box on the right-hand side.”

“When most of the students are done reading the text, tell them that they are done reading on their own. Have the class follow along while reading the text aloud to promote fluency and to provide an additional scaffold for students who may struggle with independent reading.”

From day 3 of the lesson plan:

“Write the question on the board: Using evidence from the document, describe why the Seneca Falls Convention was a necessary step toward women’s equality. Use at least four pieces of evidence from the document to support your answer.
Explain to the class that they are going to write a paragraph that answers this question. They will use evidence from this text to answer the question.
Differentiated Instruction: Students can use either one of the Graphic Organizers or the Foldable to help them organize and write their rough draft. (These are organizers they have used in the past.)”

What extensions are planned for students who read above grade level?
None.

How are language and foundational skills practice addressed (for grades K-5, if applicable) in the lesson?
There are not specific plans for foundational skills practice included in the lesson.

Beyond the Lesson

Discussion Questions

Are there indications that this text is one of a sequence designed to build knowledge?

This lesson is the third in a sequence based on “The Declaration of Sentiments,” but the purpose of reading this specific text is not evident in the lesson plan.

[Important Note: This lesson is adapted from OER unit of study from Engage NY: [Grade 8 ELA, Making Evidence-Based Claims Unit: Truth, Chisholm, Williams](#)]

Is there evidence of how this lesson fits within longer-term content goals?

No.

Is there evidence of support for increasing independence in writing or speaking?

No.

Student Work Samples

Student A

Declaration of Sentiments: Women's Grievances Against Men Writing Prompt

Using evidence from the document, describe why the Seneca Falls Convention was a necessary step toward women's equality. Use at least four pieces of evidence from the document to support your explanation.

In a paragraph, use at least 4 pieces of evidence from the text to support your answer. Cite the evidence correctly by using line numbers (Lines 3-4) at the end of the sentence. Connect the evidence to the claim with reasoning that explains the evidence.

This was a step towards women's equality because it shows that it wasn't right that men would take things away from women that they have earned. Men would take away property from women and money they made (line 40). Women who were not married were taxed a lot which made it hard for them to survive (lines 51-53). Men would have the jobs that made the most money and for other jobs women would not get paid very much (lines 54-55). Once women were married it was almost like they didn't exist because the man would control everything (line 39). Women deserve to keep the things they earn and during the Seneca Falls Convention that was shown making it the first time something like this happened.

Declaration of Sentiments: Women's Grievances Against Men Writing Prompt

Using evidence from the document, describe why the Seneca Falls Convention was a necessary step toward women's equality. Use at least four pieces of evidence from the document to support your explanation.

In a paragraph, use at least 4 pieces of evidence from the text to support your answer. Cite the evidence correctly by using line numbers (Lines 3-4) at the end of the sentence. Connect the evidence to the claim with reasoning that explains the evidence.

The Seneca Falls Convention was a necessary step toward women's equality because it pointed out how women couldn't have the same things as men. When this was written women couldn't vote only men could (line 32). Since they couldn't vote they didn't have a say in what laws were passed but had to do them anyways (line 33). Women could not be teachers either (line 57-58). They could also not get an education like men could (lines 58-60). By saying these things at the convention they showed how women were not equal which was important to do.

Student C

Declaration of Sentiments: Women's Grievances Against Men Writing Prompt

Using evidence from the document, describe why the Seneca Falls Convention was a necessary step toward women's equality. Use at least four pieces of evidence from the document to support your explanation.

In a paragraph, use at least 4 pieces of evidence from the text to support your answer. Cite the evidence correctly by using line numbers (Lines 3-4) at the end of the sentence. Connect the evidence to the claim with reasoning that explains the evidence.

The Seneca Falls convention was a necessary step toward women's equality because it was one of the first times leaders for women's rights met to draft the Declaration of Sentiments: Women's Grievance against men. The document describes "a history of repeated injuries and usurpations on the part of man toward women." Women in 1784 did not have the right to vote. Women "if married, in the eye of the law, civilly dead," & had to obey their husbands no matter what. Women could also not own property and own their own money. Even education wasn't given to women. According to the text, "He has denied her the facilities for obtaining a thorough education - all colleges being closed against her." There are many more examples of women's grievances against men. The Seneca Falls convention gave women a chance to discuss their rights and make plans for getting rights in the future. The final sentence of the text states, "we hope this convention will be followed by a series of conventions, embracing every part of the country."

Student Work Analysis

Lesson: _____

*Use this document to record information/evidence from the sample student work. Evidence should consider the Core Actions. Evidence recorded will be integrated into the Feedback Summary worksheet. **Before analyzing student work, be sure to have first completed the student assignment.***

General notes and observations about the task:

1. **Does the task attend to any of the following? Note all that apply.**
 - The structure, concepts, ideas, events or details of the text?
 - The words, phrases, and sentences within the text?
 - Understanding the central ideas and development of the text?
2. **How does the task require students to use evidence from anchor text(s) to demonstrate understanding and to support ideas about the text?**
3. **Do the directions, prompts, and/or scoring guidelines for the task adequately provide or indicate opportunities for students to demonstrate the requirements of the targeted standard(s) for the task?**

Analyzing individual student samples (worksheet on back):

1. **What does the student's work demonstrate about his/her understanding of the task?**
2. **What does the student's work demonstrate about the depth of his/her understanding of the text and topic?**
3. **What does the student's work demonstrate about his/her proficiency with the requirements of the targeted standards?**

(See worksheet)

After looking at student work:

1. **On what aspects of the task have students generally performed well?**
2. **Are there common errors made across the collection of student work?**

Student Work Analysis Worksheet

| Student Work Sample | What does the student's work demonstrate about the depth of his/her understanding of the text(s) and topic? | What does the student's work demonstrate about his/her understanding of the task? | What does the student's work demonstrate about his/her proficiency with the requirements of the targeted standard? |
|---------------------|---|---|--|
| Student <u>A</u> | | | |
| Student <u>B</u> | | | |
| Student <u>C</u> | | | |
| Student <u>D</u> | | | |

Note: For a collection of more than four samples of student work, print this page multiple times.

Student Work Analysis: Model Response

Lesson: Grade 7 – Using Close Reading to Build Knowledge

*Use this document to record information/evidence from the sample student work. Evidence should consider the Core Actions. Evidence recorded will be integrated into the Feedback Summary worksheet. **Before analyzing student work, be sure to have first completed the student assignment.***

General notes and observations about the task:

1. Does the task attend to any of the following? Note all that apply.

- The structure, concepts, ideas, events or details of the text?
- The words, phrases, and sentences within the text?
- Understanding the central ideas and development of the text?

There are two tasks included with the lesson plan: the student discussion of the text-dependent questions on day 2 and for day 3, and a written task in response to the prompt, “Using evidence from the document, describe why the Seneca Falls Convention was a necessary step toward women’s equality. Use at least four pieces of evidence from the document to support your answer.” The tasks address the ideas, events, language, and central ideas of the text.

2. How does the task require students to use evidence from anchor text(s) to demonstrate understanding and to support ideas about the text?

During the student discussion, students were expected and encouraged to provide specific line numbers to support their ideas when sharing responses. The writing task directs students to “use at least four pieces of evidence from the document to support your answer.”

3. Do the directions, prompts, and/or scoring guidelines for the task adequately provide or indicate opportunities for students to demonstrate the requirements of the targeted standard(s) for the task?

Yes. Both the class discussion and writing task address the standards for Literacy in History/Social Studies by requiring students to cite specific textual evidence to support analysis of the central ideas and the words and phrases as they are used in a text. Students examined the author’s purpose based on the inclusion of facts in the text. The class discussion required preparation and participation by students as described in the speaking and listening standards. The writing prompt required students to produce informative/explanatory texts to examine a topic and convey ideas and information through the selection, organization, and analysis of relevant evidence from the text.

Analyzing individual student samples (worksheet on back):

1. What does the student’s work demonstrate about his/her understanding of the task?
2. What does the student’s work demonstrate about the depth of his/her understanding of the text and topic?
3. What does the student’s work demonstrate about his/her proficiency with the requirements of the targeted standards?

(See worksheet)

After looking at student work:

1. On what aspects of the task have students generally performed well?

In general, students understood the expectations of the task, but their understanding of the significance of the Seneca Falls Convention is limited. Only one student seemed to clearly understand the significance for the convention and the document.

2. Are there common errors made across the collection of student work?

There are common errors in providing evidence to support reasoning the significance of the conference. Students might need to be prompted to provide more/varied evidence to support their thinking (e.g., other examples of inequality, call to action as result of the document).

Student Work Analysis Worksheet

| Student Work Sample | What does the student's work demonstrate about the depth of his/her understanding of the text(s) and topic? | What does the student's work demonstrate about his/her understanding of the task? | What does the student's work demonstrate about his/her proficiency with the requirements of the targeted standard? |
|---------------------|--|--|---|
| Student A | The student demonstrates some understanding of the text. The student's writing focuses generally on the fact that "it wasn't right that men would take things away from women," but the student does not explore other concepts of equality. | The student wrote a response to the prompt and provided four pieces of evidence to support their answer. The student described the document as a necessary step because the conference was "the first time something like this happened." | The student was able to produce informative/explanatory texts to examine a topic. The student continues to work towards proficiency with the analysis of relevant evidence from the text. |
| Student B | The student demonstrates some understanding of the text. The student's writing includes evidence of inequality for women with voting rights and education. The student does not explore other concepts of inequality. | The student wrote a response to the prompt and provided four pieces of evidence to support their answer. The student described the document as a necessary step because "at the convention they showed that women were not equal and that was important to do." | The student was able to produce informative/explanatory texts to examine a topic. The student continues to work towards proficiency with the analysis of relevant evidence from the text. |
| Student C | The student demonstrates a clear understanding of the text. The student's writing includes evidence of inequality for women with voting rights, marriage, property/wealth, and education. The student does not explore other concepts of inequality. | The student wrote a response to the prompt and provided four pieces of evidence to support their answer. The student described the document as a necessary step because "gave women a chance to discuss their rights and make plans for getting rights in the future." | The student could produce informative/explanatory texts to examine a topic. The student demonstrated proficiency with the analysis of relevant evidence from the text. |
| Student D | (no Student D Sample) | (no Student D Sample) | (no Student D Sample) |

Note: For a collection of more than four samples of student work, print this page multiple times.

Feedback Summary

Lesson: _____

Using the completed Instructional Practice Guide, the Lesson Plan Analysis, and Student Work Analysis, consider the aggregate strengths and considerations for the lesson. Choose relevant Beyond the Lesson questions to guide longer-term reflection.

| Evidence of the Shifts and standards-aligned practice | Areas where alignment to the Shifts and standards can improve |
|---|---|
| Core Action 1: Focus each lesson on a high-quality text (or multiple texts). | |
| | |
| Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. | |
| | |

| Evidence of the Shifts and standards-aligned practice | Areas where alignment to the Shifts and standards can improve |
|---|---|
| Core Action 3: Provide all students with opportunities to engage in the work of the lesson. | |
| | |
| Beyond the Lesson <i>Choose relevant Beyond the Lesson questions to guide longer-term reflection.</i> | |
| | |

Implications and Next Steps

Feedback Summary: Model Response

Lesson: Grade 7 – Using Close Reading to Build Knowledge

Using the completed *Instructional Practice Guide*, the *Lesson Plan Analysis*, and *Student Work Analysis*, consider the aggregate strengths and considerations for the lesson. Choose relevant *Beyond the Lesson* questions to guide longer-term reflection.

Note for Facilitator: The italicized statements can be used for group discussions, as a basis for developing questions for a coaching conversation with the teacher, or for participants to take a deeper dive into adapting the lesson and deepening their understanding of the Shifts required by college- and career-ready standards.

| Evidence of the Shifts and standards-aligned practice | Areas where alignment to the Shifts and standards can improve |
|--|---|
| Core Action 1: Focus each lesson on a high-quality text (or multiple texts). | |
| <ul style="list-style-type: none"> • The lesson is focused on a rich complex text, “Declaration of Sentiments, Seneca Falls Conference, 1848” • The text is part of a series of texts designed to build knowledge about the movement for women’s rights in the United States. The lesson is adapted from a standards-aligned OER resource, EngageNY. • The entire lesson (day 2) includes a combination of reading and discussion using evidence from the text to support claims and reasoning. The lesson culminates on day 3 with a writing prompt. | <ul style="list-style-type: none"> • Qualitative analysis of the text indicates heavy language demands placing the text far beyond the 6–8 grade band. <i>Consider how text complexity information could be more evident in the lesson to anticipate challenges and plan specific scaffolds that attend to the demands of the text during instruction.</i> |
| Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. | |
| <ul style="list-style-type: none"> • There is evidence of a planned sequence of questions designed to delve students deeper in the text. • The questions and tasks require students to demonstrate understanding of the text and support their ideas with evidence and reasoning. • Questions and tasks accurately address the targeted standards. | <ul style="list-style-type: none"> • While vocabulary words and student-friendly definitions are provided in the lesson plan, there are no questions to reflect the language demands of the text and the targeted standard RH.6-8.4. <i>Consider how to incorporate the identified vocabulary words in the lesson plan into questions and tasks that more accurately address the standard and demands of the text.</i> |

| Evidence of the Shifts and standards-aligned practice | Areas where alignment to the Shifts and standards can improve |
|---|---|
| Core Action 3: Provide all students with opportunities to engage in the work of the lesson. | |
| <ul style="list-style-type: none"> • Small group and whole class structures facilitate participation by all students. • Students persevere with the tasks associated with a challenging and complex text. • Teacher plans for and during the lesson prompts a variety of supports student to complete the tasks (e.g., graphic organizer). | <ul style="list-style-type: none"> • The complexity of the text sometimes requires probing into misconceptions and encouraging the use of precise language to improve student response during discussion and writing. <i>Consider how to frame /phrase follow up questions to further encourage productive struggle and precision in student reasoning, problem solving.</i> |
| Beyond the Lesson <i>Choose relevant Beyond the Lesson questions to guide longer-term reflection.</i> | |
| <ul style="list-style-type: none"> • What steps have been taken to ensure all students are reading texts of increasing complexity with increasing independence over the course of the year? • What steps have been taken to ensure students are given frequent opportunities to read independently and engage with a high volume of texts? How are students held accountable for reading independently? • How are all students supported in working with grade-level text? What opportunities are provided for students who are reading above grade level to engage more deeply with grade-level or above-grade-level texts? • Beyond this lesson, what steps have been taken to ensure that student writing tasks reflect the range of tasks recommended by the CCR standards? | |

Implications and Next Steps

Note for facilitator: Participants could use this space to reflect on questions 1 & 2, the role-specific questions, or one or more of the italicized statements from above.

1. Based on your role in the learning community, how did examining all aspects of this lesson impact your work?
2. Based on your role in the learning community, what resources and strategies could be used to encourage and support aligned instructional practice in the classroom?

Role-Specific Reflection Questions:

- **Superintendent/District Leader** – How can I direct resources to improve standards-aligned instruction in classrooms?
- **School Leader** – What building conditions must exist to support standards-aligned instruction in classrooms?
- **Coach** – How can content-based feedback help prioritize professional learning and coaching activities to support teachers with standards-aligned instruction?
- **Teacher** – Which aspects of your instructional practice provide all students with access to grade-level standards-based content and tasks? Which aspects do not?
- **Parent** – Where do you see evidence of standards-aligned instruction in your child’s classroom?
- **Partner organization** – How does our organization’s theory of action and activities with districts and partners support standards aligned instruction in classrooms?