

Perfect Secondary English Language Arts Planning Commentary

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1a. Describe the Central Focus.

The central focus is “Students apply a range of strategies to comprehend, construct meaning from, and interpret complex texts verbally, in writing, and by connecting the text to their own experiences.” In this unit, students are reading fictional social issues texts in small group book clubs. Students analyze these texts and other short story instructional texts, with close reading lenses to promote comprehension, constructions of meaning from, and interpretations of their texts. Some strategies that students apply to the text include identifying examples of power in the text (a complex feature of the text), explaining how power contributes to the development of the social issues in their text, and by connecting power as it is used in the text to their own lives. Students demonstrate their ability to apply close reading lenses by speaking in small groups and partnerships and through text annotations and formal writing pieces. Learning targets map onto the central focus by breaking up the close reading strategies into simpler tasks: defining and explaining examples of power in Lessons 1 and 2, justifying how text details contribute to the development of power and social issues in Lessons 3 and 4, and evaluating how examples of power from the text relate to their own experiences. The central focus is aligned to 6th grade Common Core standards for reading literature CCSS.RL.6.1, “Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text” and CCSS.RL.6.5, “Analyze how a particular scene fits into the overall structure of a text and contributes to the development of the theme or plot” and speaking and listening standard CCSS.SL.6.1, “Engage effectively in collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.” The purpose for teaching this content is to provide students with opportunities to make meaning from texts with social issues that are relevant to their own lives. Giving students opportunities to make meaningful connections between the texts and their own lives is connected to the school and district’s mission of producing global citizens who have a deep awareness of issues in the world around them.

1b. Describe the text used in the lessons.

There are two short story texts used during instruction that help students practice the skills and strategies that they apply independently in book club texts. The short story texts were selected because of their relevance to the social issues topics discussed in the unit. These texts are at a 4th grade reading level and are picture books so they are accessible to all students, including struggling readers, English Language Learners, and students with behavioral and attention needs. *Just Kidding*, by Trudy Ludwig, is used in Lessons 1, 2, 5. I use this text during teacher modeling in mini-lessons. Prior to the learning segment, I read this story aloud to students and they annotated the text for social issues. This text is a fictional story about a 6th grade boy named DJ who is bullied by another student in his class (Vince). In the story, DJ learns to discuss his bullying issues with trustworthy adults. *Trouble Talk*, by Trudy Ludwig, is another short story used in Lesson 1, 2, and 5. Students use this text during partner practice after mini- lessons and in the pre and post-assessment, I read the text aloud to the whole class and students interacted with the text during

Formal Assessment 1.1. This text is a fictional story about a girl named Maya, of middle school age, who befriends another girl named Bailey who likes to gossip and say hurtful things to Maya's friends. Maya questions her relationship with Bailey and Bailey eventually spreads rumors about Maya. This causes Maya to approach her school counselor, Mrs. Bloom, to help solve her problems with Bailey. Students are also reading fictional, grade level (or below grade level) texts that discuss social issues. These texts are used in small group book club discussion groups. Some themes in these book club texts include bullying, immigration, living with a disability, and poverty. In video footage for Task 2, one group is discussing *Home of the Brave* by Katherine Applegate, which is about a boy, Kek, who grew up in Africa. He moves to the United States to start a new life and has difficulty assimilating to his new life. Another group is discussing *Mockingbird* by Kathryn Erskine, which is a story about a girl named Caitlin who has Asperger's Syndrome and who struggles to live a normal teenage life because her brother passed away. The last group in the video is discussing *The Misfits* by James Howe, which is a story about a group of middle school students who form a friendship group of school "Misfits" who try to challenge social and school norms.

1c. How do the lesson goals (learning targets) promote student comprehension of the text and help students write about the text?

The learning targets (LTs), aligned to the central focus, correspond to Common Core Reading Literature and Common Core Speaking and Listening Standards for English Language Arts. Students apply strategies to construct meaning from, and interpret complex texts verbally, in writing and by making text connections. In Lessons 1 and 2, the learning target (LT) asks students to define power, the complex feature of the text, and to explain how different sources of power influence the development social issues in the text. This LT is aligned to CCSS.RL.6.1 and 6.5 (see 1a) because students cite evidence to support their explicit or implicit ideas about power and how power contributes to the development of the social issue in the text. In Lessons 1 and 2, I model how to locate power in a text, using a set of guiding questions on an anchor chart (Instructional Material 1.4). I also model how to respond to examples of power from the text using sentence frames. Students respond to examples of power from their text by writing on post-its that are placed next to a text example in their books. In Lessons 3 and 4, the LT asks students to justify how multiple text-based details show how power adds to the development of the social issue in the text. This target is aligned to CCSS.RL.6.1 and 6.5 because students use textual evidence to support their ideas about how power adds to the social issue and how these examples relate to their everyday experiences. In Lesson 3, students construct new meaning from the text by synthesizing post-it annotations to construct ideas about how power contributes to the development of the social issue in their text. Students gather post-it annotations collected in Lessons 1 and 2 on a graphic organizer and analyze how their evidence adds the issue and is related to their own lives (Instructional Material 3.1). This LT is also aligned to CCSS.SL.6.1 because students are expected to speak and to write as they respond to power in the text. In Lesson 4, students collaborate with their book club group to apply strategies learned in Lesson 3 and to construct new meaning from the text in a collaborative discussion. In Lesson 5, the LT asks students to evaluate how the relationship between power and social issues from their text relate to power and social issues in the world around them. Students compose a formal writing assessment (Instructional Material 5.1) to respond to power in the text and in their own lives. Students demonstrate their ability to apply the range of strategies learned in Lessons 1-5 on the pre and post-assessment before and after the learning segment. The pre and post-assessment, a 5 question, short answer response to a short story text measure students' understanding of the LTs, standards, and central focus outlined for the unit.

1d. Explain how the lessons are logically related.

My plans build by level of complexity in response and cognitive challenge outlined in the language functions. The LTs encourage higher levels of cognition as outlined by Bloom's Taxonomy. Scaffolding is provided in the form of strategically designed instructional materials (vocabulary charts, sentence frames, and graphic organizers), teacher modeling, conferencing, and collaborative discussions to encourage higher-level thinking. Each lesson begins with a review of the skills and strategies learned the prior day and ends with a summary of skills, interpretations, and responses as well as meta-cognitive reflection on an exit ticket informal assessment. In Lessons 1 and 2, students begin at the bottom of Bloom's Taxonomy by defining and explaining textual references in response to power. In Lessons 3 and 4, students justify how text examples connect to the social issue in their books and how textual references connect the text to the world around them. Students engage in higher levels of literary analysis by connecting textual references to the development of social issues in the text. I lead students to make clear and explicit connections between textual references and the development of the social issue in the book by employing a graphic organizer that gives students a structure for synthesizing their post-it annotations into coherent interpretations (Instructional Material 3.1). In Lesson 5, students evaluate how examples of power from their text relate to the world around them in an essay. The final day in the lesson sequence and the post-assessment require students to utilize the strategies they applied across lessons 1-4 to create new and original ideas about their text.

1e. How do you have students interact with the lesson goals (learning targets) and explain why they are important?

Students express their understanding of the LT and why it is important to learn at the beginning of each lesson. LTs are posted under the document camera (See Instructional Materials 1.5, 3.5, 5.5) and are read aloud. Students define the language function in the LT in their own words. Students' articulation of the language function is cross-referenced against the Unit Vocabulary Chart (Instructional Material 1.1) for clarity and accuracy. Students turn and talk with a partner about what they think the LT is asking them to do and why they think the LT is important to know. I listen into student-partner conversations to gauge understanding. In Lesson 2 and 4, where the LT remains the same from the previous day, students review the LT with a partner in writing or verbally. Students have opportunities to express their level of confidence on the LT at the mid-point and conclusion of each lesson. At the mid-point, the LT is posted under the document camera and I ask them to rate their level of confidence on a scale of 1-5 with their fingers, 5 meaning they can teach it to a partner and 1 means they need to be re-taught the information (see Informal Assessments 1.2, 2.1, 3.1, 4.1, 5.1). At the end of each lesson, I ask students to self-monitor their work with the LT by rating themselves again on a scale of 1-5 on their exit ticket (Instructional Materials 1.3, 2.1, 3.2, 4.2, 5.2). Students also rate their level of confidence in the LTs on the formal pre and post-assessments (Formal Assessment 1.1).

2a. Describe students' prior academic knowledge relating to lesson content.

Students have been learning to apply close reading strategies to look more deeply at texts as outlined in the central focus. Prior to the learning segment, students were reading texts with the close reading "social issues" lens. It is my students' first experience applying the lens of power to a social issues text. I assessed students on all of the LTs outlined in the learning segment in pre-assessment 1.1. In question 1 of the pre-assessment, aligned to LT 1, 22/29 students had an idea about what power means to them, but they could

not define the complexities around power. I will provide explicit instruction on power and will help students identify multiple forms of power in their text. 7/29 students had a more complex idea about where power comes from and with this knowledge, I will provide extension opportunities for these students in Lesson 2. In question 5, aligned to LT 3, 26/29 students made superficial or surface level connections between power as it is shown in the story to examples of power in their own lives. 3 students were able to make specific connections between the text and their everyday experiences and therefore will be provided extension to create multiple text connections. My student with socio-emotional behavioral needs may continue to struggle with text connections because he is unaware of the impact of his actions on other people. As a result, I will differentiate instruction for him and will partner him with a student that he is emotionally comfortable with to encourage text connections. My English Language Learner (ELL) student may also continue to struggle with creating text connections because of difficulties with comprehension. I will ensure that she utilizes language support documents and I will conference with her first during independent practice in Lessons 3 and 4. To support the whole class, I will model how to make a text connection in Lesson 3 and will encourage students to make meaningful text connections during their collaborative discussions in Lesson 4. Students are still learning how to cite and analyze text evidence to support an interpretation of a text. In question 3 of the pre-assessment, aligned to LT 2, 17/29 students provided specific text evidence with little to no analysis of how their evidence connects to their interpretation of the text. 13 students used general ideas, not specific examples, as their textual references and these responses lacked analysis. Based on this data, I will model how to analyze evidence in Lesson 3 and 5 (Instructional Materials 3.3, 5.4) and remind students to support their claims with reasons in post-it annotations and in formal written responses in Lesson 5 and the post-assessment.

2b. Describe students' other assets.

My students are transitioning from childhood into adolescence and are generally positioned in an egocentric phase of development. Because of their developmental stage, my students struggle to understand how their actions impact others and their own decisions. However, some students in this class are aware of societal inequities and have a strong social justice orientation when compared to their grade level peers. For example, many students in this class were impacted by a recent act of gang violence that resulted in the death of young high school student near the middle school. Because of this, many students in this class have a strong awareness of social issues and students in this class are very empathetic to the injustices in the world around them. Living in a diverse and oftentimes unsafe neighborhood in an urban area has a direct impact on my students' ability to recognize social issues that are directly related to their everyday experiences. Knowing that my students are in this developmental phase and using information about their neighborhood community, I adjust instruction to focus on issues that are directly related to their lives. I lead students, who are positioned at higher levels of development, to critique systematic issues in the world around them. Within the close reading strategies, I encourage students to challenge examples of power from the text and to connect power to social issues in their lives. Though this is a gifted/honor's level class, students come from a range of backgrounds, including students who are homeless, students from families of immigrants, and students from families of privilege. Because of the range of experiences in this class, students work in small groups often so that they can share varied perspectives about social issues. In Lesson 4, students work in collaborative groups to make meaning from the text and based on the varied perspectives of their peers. Given the range of cultural backgrounds, students have varying levels of prior knowledge about social issues. Students will brainstorm people that have power so that they can apply close reading strategies to look at power in multiple ways and so that

they can make connections between the world and the text.

3a. Explain how you used knowledge of students (academic and other assets) to plan lessons?

Based on data from 2a in formal pre-assessment 1.1, I have adapted learning tasks and materials to meet students' academic needs by scaffolding written responses and teaching how to cite text evidence to support an interpretation of a text. Because my students struggle with analyzing evidence, they will begin with composing brief post-it annotations to help them actively respond to the text. To increase the quality of written responses on post-its in Lesson 1, I will collect exemplary student post-its from the exit ticket (Instructional Material 1.3) and discuss these post-its with the class in Lesson 2. I will explain why these post-its are thoughtful interpretations and how they challenge whole class misconceptions. In Lesson 3, I will provide a graphic organizer (Instructional Material 3.3) to scaffold the collection of text evidence (post-its) supported by analysis. I will model this process using sentence frames like "This shows..." to guide analysis formation that connects textual references to the development of the social issue in the text. Finally, in Lesson 5, I model the format for their response essay (Instructional Material 5.1) by sharing a sample response. During modeling, I highlight the criteria that students must include in their responses. After modeling, students write using my model as a guide. According to Vygotsky (1978), part of developing student understanding within their zone of proximal development is to provide the appropriate amount of scaffolding and challenge to develop high cognitive ability. By scaffolding students' written responses, I have laid a foundation for students to craft thoughtful text-based essays with analyses that make new meaning from a complex text. My knowledge of my students' personal/cultural/community assets outlined in 2a provide a better understanding of how students' developmental phase and lack of practice influence their ability to connect the text to their own life. Because only 3 students made meaningful connections between the text and their own lives, students will benefit from practicing text connections in an open and collaborative environment with their peers. In Lesson 3, I model how to connect a text detail to my own life and students practice this on a graphic organizer (Instructional Material 3.1). In Lesson 4, students practice building on one another's text connections by using discussion prompts (Instructional Material 4.1). I have planned higher-level questions to pose to students during the collaborative discussion to promote deep thinking (See Lesson Plan 4 for outlined questions). In Lesson 5, the anchor chart (Instructional Material 5.3) outlines the process for making text connections that students reference for their response essay (Instructional Material 5.1). According to Selman's Theory of Social-Cognitive Development (1976), my students are between stages 2-4 of social cognitive development. Students in 6th grade should move beyond the self-reflection stage and on to the mutual role-taking phase, where they begin to consider two viewpoints at once. Based on the pre-assessment data, 3 of my students are more cognitively advanced (Stage 4) where they are thinking about situations from the societal perspective. According to Selman, providing students with opportunities to collaborate and take in varied perspectives will help them move to higher level of social-cognitive development.

3b. Describe why your planned instruction and learning activities make sense for the whole class, or groups of students, or individual students.

The instructional strategies begin with a pre-assessment of student learning prior to the learning segment. Daily classroom instruction includes a predictable pattern of 1. review of prior learning or activation of prior knowledge, 2. investigation of LT, 3. mini-lesson with teacher modeling, 4. collaborative small group

learning, 5. informal learning assessment, 6. independent practice with mini-lesson strategies 7. informal or formal learning assessment. The learning segment concludes with a formal post-assessment. The predictable pattern of instruction is beneficial for the whole class and students with specific learning needs. The whole class benefits from this instruction because knowledge and skills are condensed into small, digestible pieces in mini-lessons. During the mini-lesson, students meet at the designated meeting area, where students are within close proximity of the teacher. This transition helps distinguish mini-lesson from individual practice and provides movement during instruction. According to Pearson and Gallagher (1983), the gradual release of responsibility from teacher modeling to students assuming more responsibility is an effective model for fostering growth-minded, independent learners. My students benefit from the gradual release of responsibility because I can differentiate support for students who did not understand the first model and for students who need additional challenge. After teacher modeling, students practice and repeat the skill with a partner. This practice and repetition helps my ELL student process new information quickly. During mini-lessons, I provide visuals on anchor charts and handouts to support my ELL student and struggling readers (Instructional Materials 1.1, 1.4, 2.3, 3.1, 5.3). My student with socio-emotional learning needs benefits from the mixture of listening, speaking, and physical movement. I partner this student in a low risk small group where he can successfully participate during collaborative learning. My gifted students benefit from the fast-paced nature of a short mini-lesson. I am able to differentiate for higher-level thinkers in small groups or individually during independent practice. According to Rick Stiggins (2004), students are our most important instructional decision makers and we should provide them with opportunities to voice when they need additional support. With these instructional strategies, students become instructional decision-makers by self-monitoring when they need support. Because of this routine, my students hold themselves accountable and seek out support or extension when needed.

3c. How do you help students self-assess their progress toward meeting the lesson goals (learning targets) and where to get help?

According to Carol Dweck (2006), encouraging student motivation and ownership over their learning is to teach students the growth mindset. Promoting a growth mindset involves associating student success with task-oriented goals, not exclusively intelligence or ability. One way I promote a growth mindset is to encourage students to use resources that help them take control of their learning. Prior to administering the formal pre-assessment, I collaborated with students to make a list of resources in the classroom that they often use to help them with a new concept. From this list, including individualized and general material resources, I created a menu of resources that students can use to support them throughout the learning segment. This menu is included as the last question on Formal Assessment 1.1. Students identify 1-2 class resources that they will consult to help them understand new concepts and reflect on texts. Students select from human resources like their book club members and the teacher or material resources like the anchor charts, the text, and post-it annotations to help them diagnose and treat strengths and weaknesses associated with the LT. After students identify their resources, I ask them to return to the pre-assessment in Lesson 3 to recall which resources they selected and which ones they have or have not been using. One of the resources that students have the option of selecting is teacher support. I remind students that if they choose teacher support, they should pose questions that they have about the LT or instruction in writing on the exit ticket in Lessons 1-3 (Instructional Materials 1.3, 2.1, 3.2). By having students write down questions, I can address whole class and individual misconceptions or questions. Finally, in the post- assessment, I ask students to circle classroom resources to help them for the

remainder of the unit and as they continue to practice close reading strategies in the future.

3d. Describe common student misunderstandings related to lesson content.

As students apply close reading strategies to texts, students must understand that there are a variety of possible responses and there is seldom one correct response. According to data from pre-assessment 1.1, 18/29 students displayed a misconception that only one character has power in the text *Trouble Talk*. I address this misconception in Lesson 2. The LT focuses on helping students define power and explain how different sources of power contribute to social issues in the text. During the mini-lesson, I provide vocabulary words to help students describe characters who, directly or indirectly, have power in the text and I model multiple characters that have power in the mentor text. Explicit instruction in academic language will help students acquire the language for discussing characters that have power. Foorman, Francis, and Fletcher (1998) state that systematic, explicit instruction, including descriptions of concepts and application of instruction in student practice, are effective instructional strategies for all students and students who struggle with reading. Students that struggle with academic language will be encouraged to use their vocabulary chart (Instructional Material 1.1) to help them annotate their texts for characters with power. Another misconception from the pre-assessment was that power is negative and comes from characters that create conflict in the story. According to the data, 23/29 students chose a character from the text that has negative power. Characters with negative power are the most obvious choice, but I want my students, especially gifted readers, to think more deeply about characters with power who positively impact other characters. In Lesson 2, I will use a strategic textual reference to model a character from *Just Kidding* that has good power and who helps the main character resolve his issue. Alfassi (2004) discusses the effectiveness of teacher modeling and think-aloud for students who struggle with reading. Because of this, I will explain my thinking as I look for a variety of characters that have power in my text. I will also provide verbal reminders and point to the anchor chart where it states: “Who do other characters respect?” as an alternative to the misconception that people with power negatively impact the lives of characters (Instructional Material 2.3).

4a. What is the language function of the lesson sequence?

The verb in the central focus is “apply.” The LTs provide students with opportunities to apply close reading strategies at varying cognitive levels, all of which align to the central focus. In Lesson 1 and 2, students define power and explain how different sources of power influence the development of the social issue in a text. Defining and explaining power are examples of applying a strategy to think about their text deeply. In Lessons 3 and 4, students justify how text evidence shows how power adds to the development of the social issue in the text. Justifying text evidence is another strategy that students apply to their reading to help them comprehend, interpret, and respond to a complex text. In Lesson 5, students evaluate how examples of power from the text are related to social issues in the world around them. Evaluating is the most cognitively demanding strategy that students apply to respond to the text.

4b. Where in the lessons do students practice the language function?

Each day, students have opportunities to practice using the language function “apply.” Students define the language function “apply” in Lesson 1 and discuss the definition on Instructional Material 1.1 to clarify misconceptions about the language function. In Lessons 1-3, I ask students to practice the language function through meta-cognitive awareness on the exit ticket. Students name a strategy that they applied

to their reading that helped them think deeply about the text (Instructional Materials 1.3, 2.1, 3.2). These practice activities are scaffolding for Lesson 4, when students practice and apply all close reading strategies learned in Lessons 1-3. In a collaborative discussion with their book club, students apply close reading strategies, vocabulary, discourse, and syntax (outlined on anchor charts) to define power, explain the different sources of power in the text, and justify how text evidence regarding power contributes to the development of social issues in their text. Students use language support documents like sentence frames, graphic organizers, and text annotations to help support their claims about power. In this application of knowledge, students communicate varied perspectives about their characters. As students apply these strategies at increasing cognitive challenge (outlined in the progression of language functions), collaborative discussions progress from lower-level observations to higher-level thinking as a result of new interpretations about the text. Students are asked to name the strategy that they applied to justify their evidence in order to increase meta-cognitive awareness about the language function (Instructional Material 4.2).

4c. What are some other language requirements (such as vocabulary or talking)?

In Lesson 4, students work in collaborative discussion groups to apply strategies that help them discuss the text. I will assess students' ability to use vocabulary, syntax, and discourse to justify how a character's power adds to social issue development in the text. Students use vocabulary words associated with the language function "apply" in their explanations of who has power in their text. Using specified vocabulary words in collaborative discussions is a new skill for my students so practicing vocabulary in Lessons 1-3 is critical to their success with this skill. Prior to the discussion, students organize text interpretations and analysis on a graphic organizer. For each text example, students organize their interpretations according to the steps for identifying power (outlined on Instructional Material 1.4). The steps for identifying power are the syntax of the lesson because the steps provide students with a structure for organizing their ideas of power. Finally, students follow sentence frames to guide their discourse patterns during the collaborative discussion. One skill that students are still learning is how to build onto a peer's thinking during a discussion (Common Core Standard Speaking and Listening 6.1). I provide practice opportunities for students to use the sentence frames (detailed below) and project sentence frames on the screen during the discussion (Instructional Material 4.1). After the discussion, students identify vocabulary words that they used that helped them discuss the text at a deeper level (Instructional Material 4.2). Students identify sentence frames used to build onto one another's thinking during the discussion. This informal assessment collects data on student use of language support documents to promote high-level thinking.

4d. How do the lessons help students learn language?

Throughout the learning segment, I provide instruction on the language function, vocabulary, syntax, and discourse to help students apply strategies to think deeply about their text (academic language in each lesson plan). In Lesson 1, students define the language function "apply" from the central focus in their own words and discuss why applying various close reading strategies will help them think more deeply about the text. In each subsequent lesson, students connect the language function from the central focus in their own words to the language function of the LT for the day to help them develop an awareness of strategies they apply when thinking deeply about a text. Students practice the language function by describing a reading strategy that they applied that helped them think deeply about the text on exit tickets in Lessons 1-3 (Instructional Materials 1.3, 2.1, 3.2). In Lesson 1, I provide a vocabulary chart (Instructional Material

1.1) with visuals that will support my struggling readers and my ELL student who benefit from visual stimuli. I ask students to preview the vocabulary words by putting check marks next to the words of which they have prior knowledge and ask students to work with partners to discuss unfamiliar vocabulary using the pictures. I scaffold vocabulary instruction by chunking the words into smaller instructional pieces. In Lesson 2, I introduce 3 new words and then ask students to practice categorizing the words to increase understanding.

I then teach students 3 other vocabulary words and ask students to use the visual to explain the word to a partner (see Lesson Plan 2). To scaffold the syntax used for organizing text interpretations in Lesson 4, I provide instruction on the steps for identifying power in their text. To accommodate all levels of language learners, I outline these thinking patterns in a 3-step process (detailed on Lesson Plan 1). I model the 3-step process and students practice the skill with a partner and independently after instruction. I verbally remind students to reference the posted anchor chart (Instructional Material 1.4). I provide students with opportunities to practice discourse patterns, using sentence frames outlined on Instructional Material 4.1. Prior to the collaborative discussion, students discuss their favorite food with their partner, using the sentence frames for adding onto one another's thinking. This practice activity helps students become more comfortable using the discourse patterns in their discussions. During their discussions, I monitor student use of all language support documents (graphic organizer, anchor charts, vocabulary chart, discourse sentence frames) as an informal assessment of language use.

5a. Describe how the formative and summative assessments promote monitoring of learning and knowledge of the text.

There are frequent informal and formal assessments for students and myself to monitor students' abilities to construct meaning from, interpret, and respond to complex texts. I provide 3 formal assessments including: a pre-assessment to measure prior knowledge at the beginning of the learning segment, an essay about power in Lesson 5, and a post-assessment to measure growth at the end of the learning segment. The pre-assessment evaluates students' prior understanding of LTs and standards from the learning segment. In the pre-assessment, I ask students to rate their level of understanding on each LT on a scale of 1-5. This provides information about each student's level of confidence with the LT. Students explain strengths and weaknesses related to the LT. In addition to the pre-assessment, students complete a formal essay where I assess their ability to apply all close reading strategies learned in the learning segment and to construct ideas about how power is connected to social issues in the world around them (Instructional Material 5.1). I provide students with a copy of the rubric for their essay (Assessment Criteria 5.1) so that they can monitor their own progress toward meeting or exceeding standards associated with essay criteria. Students complete a post-assessment where they demonstrate growth on their ability to construct meaning from, interpret and respond to the same short story text and questions in the pre-assessment. In addition to the formal assessments, I conduct informal assessments throughout each lesson to monitor students' abilities. Exit tickets are informal assessments of student understanding of the LT and measure student self-awareness of their ability to apply strategies to construct meaning from, interpret, and respond to the text. The evidence compiled on their exit tickets will be used to guide differentiation, re-teaching, or extension activities and is a written reminder of student progress. Students have opportunities to turn and talk with a partner 3 to 4 times during instruction. Frequent student-to-student interactions allow me to closely monitor students and provide prompting questions, re-direct students to use the language support documents, or re-teach.

The language supports, vocabulary, syntax, and discourse expectations in 2c and 2d, provide me with feedback on whether or not students are aligning their discussions to the expectations set forth by the support documents. The collaborative discussion is another informal assessment to gather evidence of students' progress with the LTs. Students self-monitor by setting individual and group goals for their collaborative discussion (Instructional Material 3.4).

5b. Explain how your lesson adaptations support specific students or groups of students.

Consider all students, including students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students. In the pre-assessment, students perform a close reading of a text and respond to 5 short answer questions aligned to the LTs. To ensure equity and access to the pre-assessment, I read the text aloud to all students. During the read aloud, I pause frequently for think aloud and ask leading questions for comprehension of the text. My struggling readers and my ELL student benefit from experiences to hear the text read aloud, to see the pictures, and to hear higher level readers speak about the text. For my student with socio-emotional behavioral needs, I will provide the opportunity to complete half of the pre and post-assessment in the first sitting during class and the second half of the assessment during lunch or after school, as he has difficulty sitting and focusing on a task for a longer period of time. I model and assist students in creating a graphic organizer to prepare them for the collaborative discussion in Lesson 4 and formal essay in Lesson 5. Having students compile evidence and analysis statements prior to the collaborative discussion ensures access for all levels of language learners, including ELL, gifted, and struggling readers, to contribute to the discussion. During the post-assessment, I allow students to use language support documents to ensure that language is not a barrier to the development of deeper ideas about the text. For gifted readers, I will conference individually and with small groups in Lessons 3 and 5 to provide an extension opportunity for building deeper thinking about power. For this group of students, I will teach them about issues in society that impact our characters and our lives.

5c. Describe how the lessons have students self-assess their progress toward meeting the lesson goals (learning targets).

At the beginning of each lesson, I elicit student voice to raise awareness of the LTs. Students articulate the LT in their own words. I begin each lesson by reading the LT to students and ask them to define the language function their own words. I re-direct students to the teacher definition of the language function that is located on their vocabulary chart (Instructional Material 1.1). Next, students verbalize the LT in their own words and why it is important to know with their partner. At the mid-point of each lesson, I return students' attention to the LT. I ask students to rate their understanding of the LT from 1-5 on their hands. This informal assessment helps me and the students collect information about what students may need additional support relative to the LT. I invite students to ask questions they have about the LT and I provide additional instruction during independent practice for students with lower ratings. At the end of each lesson, students complete an exit ticket where they rate their understanding of the LT a third time (see lesson plans 1-5). At the beginning and end of the learning segment, students rate their understanding and progress on each LT in the pre and post-assessment.

5d. What strategies are used in the lessons to promote student self-assessment of the lesson goals (learning targets)?

Student voice examples from 5c are ways that my students monitor their own learning throughout the learning segment. Informal assessments of understanding on the LT include rating understanding at the midpoint of each lesson on a scale of 1-5, rating understanding on the exit ticket, and asking students for thumbs up or down to ensure comprehension of new information. Students record specific strengths and weaknesses on the LTs in pre and post- assessments. Identifying strengths and weaknesses helps students' awareness of their ability to achieve the skills and thinking strategies outlined in the LT. Using this information, I can adjust my individual conferencing with students to accommodate specific strengths and weaknesses. In Lesson 4, students create collaborative discussion goals with their book club group (Instructional Material 3.4). Students craft goals in accordance to the collaborative discussion rubric (Instructional Material 3.4), teacher suggestions, and goals that are authentic for each group of students. In addition to setting a group goal, students set an individual goal for the collaborative discussion that holds them accountable for their participation during the discussion. Students rate their group on a scale of 1-4 based on their goals after the discussion. Students self-regulate their participation and their group's participation in the collaborative discussion, which demonstrates accountability and ownership of their learning.