

Pre-Observation Conference

Use the questions below as a guide to prepare for a pre-observation conference with the school's principal. Please upload and share any materials that the students will be using during the lesson with the principal before the pre-conference meeting.

Teacher:	Mr. Smith
Grade Level/Subject(s):	10th grade English
School:	ABC High School
Principal/Designee	Mrs. Thomas
Name of Observer:	Mrs. Thomas
Date of Pre-Observation Conference:	12/12/14
Date of Scheduled Classroom Observation:	12/15/14
Lesson Topic/Content:	Making evidence-based claims using text

Questions for discussion:

1. How does this lesson relate to the Virgin Islands Curriculum Frameworks (Guides4Learning at <http://guides4learning.com/>)? (Danielson Framework Components 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction)

This lesson focuses on the Guides4Learning Reading: determining meaning, inferences and conclusions:

- **Course Name:** English/Language Arts Grade 9-10
Unit/Skill/Strand: READING: Determining Meaning, Inferences and Conclusions
- **Description/Objectives:**
- CCR.R.6-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
- RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

I am also using two suggested Tasks/Learning Activities from the Guides4Learning:

- Use directed reading questions while reading
- Write a summary statement that identifies the central ideas of the text and analyzes how they were developed.

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2. Which standards are embedded in this lesson? (In addition to content-specific standards, include Common Core ELA Standards for Science, Social Studies, and Technical Subjects; technology literacy standards; and Next Generation Science Standards, as appropriate.) (Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy, 1e: Designing Coherent Instruction)

This lesson address the following standard:

- CCSS ELA Literacy RL9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

In addition, the lesson addresses the following supporting literacy standards:

- CCSS ELA Speaking and Listening SL9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS ELA Writing W9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS ELA Writing W9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

3. How does this lesson support student understanding of important concepts or ideas? (Danielson Framework Components 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction)

The primary focus of the lesson is on developing the skills needed to make evidence-based claims as a reader. The lesson is the first in a series of sequenced lessons to build the skill from the ground up. The ability to make evidence-based claims from text is used in all content areas so it is very important that students develop the skill. It is also a practice that is emphasized in the CCSS and embedded in the Guides4Learning.

4. How did analysis of student data shape the content of this lesson? (Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy, 1c: Setting Instructional Objectives)

Data from multiple sources indicate the students in my class have varying skills. It is vital that they develop deeper reading skills that can be applied when they are reading and writing text related to other content areas such as social studies and science. My students have not mastered the skills to understand and make evidence-based claims so I developed a series of lesson to build this skill.

5. Briefly describe the students participating in this lesson. Describe any unique or special needs. (Danielson Framework Component 1b: Demonstrating Knowledge of Students)

There are two students who are considered gifted. These students have advanced skills in reading and need to be challenged to demonstrate skills in a variety of texts, not just novels.

There are three English language learners participating in this lesson. They need vocabulary scaffolding and reinforcement in addition to the reading skills in this lesson.

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There are two with disabilities on IEPs and they have weaknesses in writing and vocabulary. They will need vocabulary support and scaffolding for writing.

6. What are the learning outcomes for this lesson? What will the students learn and be able to demonstrate? (Danielson Framework Component 1c: Setting Instructional Outcomes)

The overall objective of this lesson is for students to learn the importance and elements of making evidence-based claims through a close reading of part of the text.

7. How will the learning outcomes be measured? (Danielson Framework Component 1f: Designing Student Assessment)

I will review the Forming Evidence Based Claim (EBC) Tool, which I found through a website as part of my professional growth plan activity, which each student completes to get an initial assessment of students' grasp of the relationship between claims and textual evidence. Even though the work was done together as a class, filling in the tool helps students get a sense of the critical reading and thinking process and the relationships among the ideas. I will also be checking to see if students are using quotation marks and recording the reference.

8. How will students be engaged in the learning? (Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy, 1b: Demonstrating Knowledge of Students, 1d: Demonstrating Knowledge of Resources, 1e: Designing Coherent Instruction)

- What instructional practices will be used?
The activities in the lesson move from learning through student experiences to modeling by the teacher to student independent practice. Techniques include using real life experiences and familiar subjects to introduce a concept, modeling and guiding questions.
- What resources will be used?
 - Forming Evidence Based Claim Literacy handout
 - Forming Evidence Based Claim Tool
 - Evidence Based Claim Criteria Checklist I
 - Making Evidence Based Claim Tool
 - Copies of Emily Dickinson's "Because I could not stop for Death"
 - Two copies of Robert Frost's "Home Burial"
- What will the students do?
 - **Activity 1**
Students are introduced to the concept of evidence-based claims first using examples of experience-based claims with subjects the students identify (activating current knowledge and experiences), next using a content area they are currently studying (science), and then using part of a text we recently read in a previous lesson. Three guiding questions are used during reading, discussion and analysis of a familiar text:
 1. What specific aspect(s) of the author's craft am I attending to? (Through what lens will I focus my reading?)
 2. What choices do I notice the author making, and what techniques do I see the author using? What textual details do I find as evidence of those choices and techniques?

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3. How do the author's choices and techniques influence my reading of the work and the meaning that emerges for me? How can I ground my claims about meaning in specific textual evidence?
 - **Activity 2**
Students independently read the first three stanzas of a poem using the text dependent questions to guide them.
 - **Activity 3**
Students follow along as they listen to the teacher reading the poem aloud, and discuss the text using a series of text-dependent questions.
 - **Activity 4**
The teacher models a critical reading and thinking process for forming Evidence Based Claims about texts.
 - **Activity 5**
Students will independently read stanzas 4-6 and use the Making Evidence Based Claim Tool to look for evidence to support a claim made by the teacher.
9. Will the students work individually, in small groups, or as a large group?

Students work as a large group, work independently and work in small groups.
10. How will instruction be differentiated to meet the needs of individuals or groups of students participating in this lesson? (Danielson Framework Component 1e: Designing Coherent Instruction)
 - I am using a poem rather than a short story to vary texts for all students. The two gifted students will read a more complex poem, Robert Frost's 'Home Burial', when all students are working independently.
 - There are three English language learners participating in this lesson. To address their needs the lesson includes scaffolding for the vocabulary and the writing, and the opportunity to work with student partners in small groups.
 - There are two with disabilities on IEPs and to address their needs I will
 - Have the students read the poem and discuss the vocabulary (symbolism, perspective, meter, claim, evidence, reasoning, and inference) with their special education teacher prior to the lesson;
 - Provide scaffolding for the writing; and
 - Provide opportunity to work with partners.
11. How will student learning be monitored during and after the lesson? (Danielson Framework Component 1f: Design Student Assessments)

Students' understanding will be checked during the initial discussion using probing questioning, through their responses during the discussion of the poem using the guiding questions, and when they are initially working independently completing the tool through informal check-in and questioning.