**High School Honors English I Evidence**

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| **Instruction** |  |  |
| **Evidence Notes** | **Instruction** | **Scores** |
| The objective for the lesson is posted on the board and the teacher reads the objective aloud: *Students will be able to 1) determine meaning and develop logical interpretations by inferring, and 2) determine the impact of the author’s use of literary devices and author’s craft on theme.* When entering the class the students immediately read the objective and turn the lesson’s objective into Essential Questions and record in their Cornell Notes. The teacher calls on volunteers to read their EQ’s. Then the teacher states the expectation of the lesson to the students, “To develop a literary analysis statement that will explain how the author uses literary devices and author’s craft, and to discuss its impact on what the author is trying to say or get across.” Students refer to their agendas to see the sequence of the lesson. The lesson builds on a previous lesson where students worked in their assigned groups to create a group poem based on a current topic in which they felt a connection. Some of the groups chose topics related to current political issues discussed in their Social Studies class. Since the students worked in groups it is difficult to assess individual student mastery of the objective. | **Standards and Objectives** |  |
| Students are engaged immediately in the lesson by creating their own Essential Questions based on the lesson’s objectives. The poem used in the model and student created poems are meaningful to the students and students are able to make personal connections to the topics. The teacher makes personal connections to the poem “The Real World” by discussing the environment he lives. Many of the students make that same connection aloud since they live in the same neighborhood near the school. Students have the opportunity to explore the poem “The Real World” and their own poems in order to make personal connections and analysis. The teacher often makes comments to students when circulating the room such as, “Very good connection.” Students also snap cheer for their peers when sharing their group poems. | **Motivating Students** |  |
| During the lesson the students reference their agendas for the sequence of the lesson. The teacher uses a PowerPoint to help support the purpose of the lesson. He models for the students while students follow along with their handout. The teacher models is own thinking for the BK + TC=I Strategy in order to make an inference. During the model the teacher explains his thinking of how to do the strategy as well as identify literary devices and analyze why the author chose the device. The lesson is logically sequenced to encourage student understanding (Teacher model, students working in pairs, students working in groups, and then students working in groups with their own poems.) The teacher models his thinking and expectations at the beginning of the lesson and makes connections to the learning objectives. | **Presenting Instructional Content** |  |
| The lesson starts promptly by students taking their posted learning objectives and creating an Essential Question as soon as they enter the class. Students in each group are responsible for collecting handouts and graphic organizers for their groups. It is evident that these roles were established prior to the lesson. The group created poems are placed strategically around the room to allow for group movement. While working in groups the teacher provides time frames/limits for group work. Students move seamlessly to their group poems for the “Poetry Challenge.” | **Lesson Structure and Pacing** |  |

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| The students reference their agenda throughout the lesson. The teacher incorporates materials beyond the curriculum such as student created poems and poetry that is relevant to the students’ lives. The materials prompt students to analyze and create. The students are challenged to analyze poetry for connections to their background knowledge, to identify literacy devices within the poems and make inferences to why the author chose to incorporate the specific literacy devices. Students not only have to identify the literary devices but also infer why it was incorporated into the poem. When developing their statements and completing the graphic organizer students have to self-monitor their group’s progress for completing the products. | **Activities and Materials** |  |
| The teacher asks a variety of questions throughout the lesson during whole group and small group activities. The questions are purposeful and connected to the lesson’s learning objectives:   * What could be your background knowledge? What else? * Why is BK and TC so important when making an inference? * Why do authors use literary devices? * What do you see? * What type of literary device is “bang, bang?” * Why do we want to create depth?   Students also generate questions to each other when working in groups. The students’ questions lead to self-directed learning.   * Why do you think the author used that literary device? * When a student responds, “People with no heart.” Another student ask, “What does that mean in the poem?” * Why did you pick that text?   The teacher calls on volunteers and non-volunteers. When circulating among the groups, he ask a particular student that is quiet his thoughts on a particular literary device. (Bang, Bang) | **Questioning** |  |
| As the students work with partners and small groups the teacher circulates to provide academic feedback through the use of prompts and questions. “What do you know about literary devices?” After the student responds the teacher states, “very good.” The teacher prompts one group by asking, “Why does the author use a hyperbole?” Students provide feedback to their group members. “I think we should use that text as a literary device.” Another student responds in small group, “We have the theme we just need to get the simple statement.” The teacher’s feedback and questions prompt the students to examine the why behind the literary device and not just the identification of the device. Based on the student responses the teacher repeats the directions to the “Poetry Challenge” since a few students are not clear of their expectations for the activity. | **Academic Feedback** |  |
| During the pre-conference the teacher explains the grouping for the lesson. He states that students will be grouped by strengths and need regardless of grade level. The groups are also a continuation of a previous lesson where students worked on a group poem. Students are given opportunities to turn and talk with a partner about background knowledge and author’s craft. During the groups of 4 students stay on task by holding others accountable to the responses on the handout and graphic organizer. One student responds to her group members, “We have the theme we just need to get the simple statement written.” While groups work on the same graphic organizer each group member is responsible for their own graphic organizer. | **Grouping Students** |  |
| The teacher focuses on a specific student content strategy (BK + TC = I, Background knowledge + Text clues = Inference) He also states that if students do not use these devices with analyzing text/poetry they are just guessing. He has students to focus on how literary devices and author’s craft impact how the author conveys their message. He models his thinking for using this strategy with a poem. The teacher connects the learning to the students’ background and current social issues. | **Teacher Content Knowledge** |  |
| Students are placed in specific groups for the lesson and previous lesson based on student need/strengths. The poem choice at the beginning of the lesson demonstrates the teacher’s knowledge of the student’s background and heritage. The teacher also incorporates the students’ generated poems into the lesson. The students have the support of their group members while completing the graphic organizer. | **Teacher Knowledge of Students** |  |
| During the lesson the students engage in analytical and creative thinking. The teacher models using analytical thinking during the beginning of the lesson when analyzing the poem on the interactive board. Students then had to evaluate and explain their thinking when completing the handout and graphic organizer. Students then had to create a simple statement including their background knowledge, text clues, and type of literary device and explanation of why the author incorporates a particular device. During the poetry analysis students have to examine the poems through their own perspective and viewpoints. Students also have to understand why they are using the BK TC=I strategy and how it will support their responses. | **Thinking** |  |
| The lessons activities requires students to use the following problem solving types:   * Draw conclusions and justify-students determine the type of lit. device and explain why the author uses this type of device. Students are required to site the specific text in the poems. * Identify relevant and irrelevant information-students have to determine the appropriate text clues to pull from the poems * Generate ideas-students use the information to create a simple statement. Student also generate a list of literary devices and text clues during the assignment. * Create and Design-students are asked to complete a graphic organizer as well as a simple statement. | **Problem Solving** |  |

*While our focus is on quality and specific evidence for the lesson. The overall rating for the lesson is Proficient approaching Exemplary.*