Video Links: 3rd Grade ELA Lesson on Close Reading
Lesson Objective: Determine what an author is trying to teach the readers of non-fiction text
Compass Component and Rating: Questioning and Using Discussion Techniques (3b), *Effective: Proficient* Engaging Students in Learning (3c), *Effective: Proficient*

Common Core State Standard(s)
CCSS.ELA-Literacy.RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **CCSS.ELA-Literacy.RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **CCSS.ELA-Literacy.SL.3.1d:** Explain their own ideas and understanding in light of the discussion.

Compass Component 3b: Questioning and Using Discussion Techniques (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.	• Teacher uses open-ended questions to initiate thinking and dialogue amongst the students, asking *"Why do we think Hollywood portrays them as these awful beasts, but they are really secretive and shy. Any thinking about that?"* (4:31) This question has multiple possible answers and allows students to share out potentially contradictory ideas.	Students ask and answer questions regarding gorillas, based on the non-fiction text. Students refer back to the text to find answers for these questions and clarify their understanding of what the author is trying to teach them. (CCSS.ELA-Literacy.RI.3.1) Students also answer questions about the illustrations, in order to further their understanding of the text. (CCSS.ELA-Literacy.RI.3.7) During the whole class discussion, as well as in small groups, students have an opportunity to explain their thoughts and ideas about Hollywood's portrayal of
The teacher builds on uses student responses to questions effectively.	• During the conversation, the teacher builds on a student's response to increase the quality of the answer and determine the evidence that the student used to arrive at this idea. The student says, *"I think that they would be in Côte d'Ivoire and Ghana because it looks very green there, so that means there is a lot of forest there. So I think gorillas would like to be in a forest area."* The teacher then asks, *"Is it just because gorillas like to be there? What*	

	information did we learn about?" Student: *"They live in the forest areas."* Teacher (pointing to book): *"The tropical rain forests of West Africa."* (6:55)	gorillas, after learning some information from the text. Students also share out their predictions for living areas of different gorilla species, based on what they have learned. (CCSS.ELA-Literacy.SL.3.1d)
Many students actively engage in the discussion.	• Students contribute to the whole class conversation (5:15) and have opportunities to work/discuss with a partner (3:22).	

Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
Lesson tasks have multiple correct responses or approaches and/or demand higher-order thinking.	• To truly understand the non-fiction text, students must use higher order thinking to combine and align information from outside sources with information from the text. (1:45)	In addition to the text, this teacher provides supplementary materials (map, word bank, another text) to students. Students use these materials to increase their understanding of the original text and deepen their knowledge of the subject matter. (CCSS.ELA-Literacy.RI.3.7)
Materials and resources support the learning goals and require intellectual engagement, as appropriate.	• Students are provided with a map of Africa, word bank, and other resources/artifacts to help them understand the non-fiction text being used in class. (2:07) This is important because they can use other sources of information to fill in knowledge gaps, instead of making assumptions.	

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	***Highly Effective* Indicators**	**What could the teacher do to move to *Highly Effective*? (example actions)**
For a majority of the lesson, students are sharing their thoughts orally with partners, as well as being read to orally.	Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. (Engaging – 3c)	Consistently provide time throughout the lesson for students to write down their thoughts and responses to questions. This will address the visual learners and allow students to summarize and consolidate what they have learned during the close read.
The teacher poses all of the questions that are discussed during this lesson.	Students initiate higher-order questions. (Questioning – 3b)	After reading the text, provide students with three minutes to develop questions with their partner. Extend the discussion

		by allowing students to ask these questions, then ensure that the whole class is answering the questions using evidence and information from the text and additional sources.