VIDEO NOTES: *10th Grade Hearing Impaired Special Education ELA Lesson on Identifying Common Themes from Two Texts*

Video Links: 10th Grade Hearing Impaired Special Education ELA Lesson on Identifying Common Themes from Two Texts
Common Core State Standard: Reading Standards for Literature (RL.9-10.10), (RL.9-10.3), (RL.9-10.1)
Speaking and Listening (SL.9-10.1a)
Compass Component and Rating: Questioning and Discussion Techniques (3b), *Effective Proficient*
Engaging students in learning (3c), *Effective Proficient*
Lesson Objective: Identify common themes in multiple works by the same author.
Context: The students in this video have individualized learning goals aligned to their specific needs and strengths. As you view the video, look for evidence of the incorporation of these learning goals, including: receiving all instruction in American Sign Language; preferential seating with the classroom set up for visual access to information; receiving support in organizing their thoughts in order to accurately compare and contrast the novels and their characters; having the questions read aloud and receiving support as they read the text itself. Additionally, the lesson has been extended over a three day period to accommodate the extended learning time needed for all students.

Common Core State Standard(s)

Reading: Literature (RL.9-10.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading: Literature (RL.9-10.3): Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Reading: Literature (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.

Speaking and Listening (SL.9-10.1a): Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Compass Component 3b: Using Questioning and 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. Discussions enable students to talk to one another without ongoing mediation by the teacher. The teacher effectively builds on	• Teacher asks open-ended questions, such as *"How does the main character get along with other people?"* (2:12), then asks students to think about characters from both of the stories they read. This helps to initiate conversation between students with several possible answers to discuss. • In order to encourage students to	Students are comparing two works, *Fahrenheit 451* and "A Sound of Thunder," by Ray Bradbury. These are appropriate for 10th grade students and help them meet the expectations of RL.9-10.10. During their discussions, students use textual evidence to support their discussion of the text (RL.9-10.1). Teacher helps students to understand the importance of textual evidence by asking, *"Is your word*

student responses to questions.	think, the teacher asks, *"How do people respond to Montag?"* (5:19) This supports students use of critical thinking, as well as their use of textual evidence to support their thoughts. One student responds with, *"They specifically use the word 'horrified'."* (5:34) • Students engage in an independent conversation regarding a character. One student says, *"Personally, I feel pity for him, but the other characters did not feel pity for him."* Another student responds directly, *"Yeah, I wouldn't have any pity for him because…"* (6:45) This allows the students to become the facilitators of their own learning, without mediation by the teacher. • While students are discussing the text, one student asks another, *"Do they get along, or are they just pretending to get along with them?"* (2:12) Another student responds to this question thus creating a conversation. • During a one-on-one discussion with a student, the teacher uses questioning, *"Where is your evidence that the story is set in the future? How do you know?"* (9:51) based on the students responses to help the student determine the correct answer. This is important because it assists the student in finding concrete textual evidence to support her response.	*good enough?"* (9:37). The student responds, *"No, we're going to have to have evidence from the text."*

Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient*)

Indicators	Evidence	Common Core Connection
There is a mix of different types of groupings, suitable to the lesson objectives. Lesson tasks have multiple correct responses or approaches	• During the lesson, students discuss the text as a whole group (2:30), but also with one another directly (6:45). At the end of the lesson, students respond independently to a prompt provided by the teacher, *'Does this work of*	Students have already read two pieces of fiction and use their preparation to engage in a discussion concerning characters and central themes (SL. 9-10.1a). During the discussion, students analyze how characters respond to each other,

and/or demand higher-order thinking. Most students are intellectually engaged in the lesson.	*literature contain a prediction about the future?'* (8:59). These different learning situations allow the students to express themselves in different formats and provide the teacher with a variety of assessment methods. • Students are asked to identify common themes from two works by the same author (1:19). This learning task is important because it has multiple correct responses and requires students to analyze and think critically about an author, as well as the texts. • Although the student sitting in the middle is not actively contributing to the conversation, she is visually tracking the speakers and nodding her head in agreement, indicating that she is engaged (4:41). • In order to engage the student sitting in the middle in the writing prompt, the teacher provides individual support and questioning (9:44). This is important because this student may need specific accommodations to engage in the lesson at the same level as other students.	intentions of characters, and how the characters feel about one another. This supports students in meeting the expectations of RL.9-10.3.

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)
One student asks an opinion question of another, *"Do they get along, or are they just pretending to get along with them?"* (2:12) The writing prompt requires students to support a statement with textual evidence, but does not allow students to compare a theme used by the	Students initiate higher-order questions. (Questioning - 3b) Virtually all students are highly engaged in the lesson. (Engagement - 3c) Students have extensive choice in how they complete tasks. (Engagement - 3c)	The writing prompt focuses on using evidence to support a personal opinion about the text. The teacher could ask higher level questions, as well as support students in achieving W.9-10.9a, if the prompt focused on analyzing how the author addresses the theme of time travel in both

author in both texts. Two students are answering the questions asked by the teacher, as well as contributing to the discussion held during class. The teacher draws conclusions and points out answers for the students, *"I think an interesting point is that, both characters, by the end of the story, other people want to destroy them both. One because he does the right thing and one because he does the wrong thing"* (7:29), instead of scaffolding students to come to the conclusion on their own. Students are provided with only one writing prompt.		texts. The teacher could use strategies to ensure all students are contributing to the discussion and are engaged in the lesson. Use of "equity sticks," a "talking ball," or strategies aligned with students' IEPs would allow every student an opportunity to share. Providing students with a choice of writing prompts allows them to address their own personal strengths, as well as interest areas within the texts. See more **Supplemental Examples of *Highly Effective* Performance in classrooms with students with significant disabilities**