

## Pre-Observation Form

## Grade 11 ELA

### Class Data

This ELA 11R class has 28 students, two students with 504 plans, one receiving Tier 2 intervention. There is also one student receiving Tier 3 AIS intervention. The 504 documents indicate that both students have ADHD, causing them to lose focus, especially when working independently. Their 504 plans further indicates that they struggle with reading comprehension and organization of their ideas. They also both have an extended time-and-a-half accommodation when taking tests. One of them also has directions read, directions simplified, and use of a graphic organizer when writing more than a paragraph. Another student was declassified LD in 2005. She is primarily at grade level, but there are still indications that she needs additional support at times, specifically with organization. There is one push-in teacher, Scott Nash, who is there to work with the T2 AIS student, but assists all students and co-teaches at times.

Additionally there are three ESL students who offer their own set of challenges.

Ola Alqumbar came to RH last year from Saudi Arabia. She speaks Arabic. She was a beginner ESL student last year with 3 ESL classes and no English class. This is her first experience in an English class. She now tests as an Intermediate ESL student with 2 ESL classes. She's a Senior.

Lujain Alromaih came to RH in 9th grade from Saudi Arabia (2009). She also speaks Arabic. She repeated 9th grade due to her limited English. She tests as an Advanced ESL student with 1 ESL class. She's a Junior.

Lu Nguyen came to RH last year. His family had lived in California for one year (2010-11), they then moved here. This is his 2nd year at RH. He speaks Vietnamese and is currently an intermediate ESL student with 2 ESL classes. He is a Senior.

The beginning of the year consisted of a learning profile activity, specifically a writing pre-assessment based on their summer reading project. The results of this inventory indicated that the class as a whole had a basic foundation on the tenets of organized writing. Their prior instruction on a CEI (Claim, Evidence, Interpretation) model was evident. However, there was a lack of depth and development as well as a consistent recognition and analysis of relevant literary elements in the texts being analyzed. For that reason, the first unit of the year focused on close readings of short texts, analyzing for meaning as well as literary technique. These are foundational skills for the course. Clearly, some of the ESL students had no prior experience with literary elements. These terms were therefore our first vocabulary unit. Many of them were able to learn enough in order to read and write effectively using that vocabulary. However, there is still work to do. The major writing assessment for the first quarter yielded a 78% class average. Though many students scored well, including one student who earned a 97%, a very high score this early in the year, the class as a whole clearly needs a continued focus on close reading, organization in writing, and an awareness of their audience. The readings chosen for the course are meant to address a variety of student interests and cultural heritage.

### Common Core Standards Applicable

College and Career Readiness Anchor Standard for Reading #11, Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. Reading Standards for Literature Grades 11-12, #11, Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. Reading Standards for Literature #1, Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Writing Standard #1, Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Writing Standard #4, produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Language Standard #1, Demonstrate command of the conventions of Standard English grammar and usage when writing. Language Standard #5, Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

### Lesson Objectives (Students will...)

Students will enhance their ability to use language and conventions of standard written English correctly by completing a daily grammar exercise. Students will expand their vocabulary by self-selecting a term and completing a graphic organizer. Students will respond to literature through a study of two or three scenes from the play Doubt. Students will demonstrate an understanding of the ability to recognize and analyze how authors use specific literary techniques in order to develop their writing through the writing of an answer to question 27 on the NYS ELA Regents Exam. Students will reflect on their work. In their reflections, students are asked to process their learning for the entire block. There may be insights they have made, epiphanies, questions lingering, or connections that can make. I tell students, rather than tell me what we did, tell me what you thought about while we were doing it or what it makes you think about now. This also gives me an opportunity to see where students would like to see me adapt instruction to meet their goals or needs. It tends to be one of the more insightful aspects of their daily work and it is probably the simplest task for them to complete.

### Prior/Subsequent Learning Connection

Previous skills used in this lesson are prior work on grammar, an understanding of the vocabulary graphic organizer, study of literary element and techniques, close reading strategies, and an understanding of ambiguity through our previous lessons. The students will build on the previous lesson's work on ambiguity through an identification of the same literary technique in a poem and the writing of an analysis crafted for question 27 on a regents exam. The students will

have read two prior scenes in the play Doubt, as well as have an awareness of essential questions of the unit, purposeful ambiguity in the play, as well as contextual elements essential to the plot, such as setting.

### Lesson Activities

Introduction – Students will use the daily worksheet to complete the sentence-of-the-day (grammar) as well as the SAT word-of-the-day (vocabulary study). In the sentence-of-the-day activity, students must correct the grammar and technical mistakes in a sentence printed on the board. We will review the corrections necessary as a class after they do work independently. They will then use a Frayer model graphic organizer to work in their SAT word-of-the-day. They will need to identify the word, copy or paraphrase the definition, identify the part of speech, and articulate an example and a non-example of the term. The teacher will help individual students with work on their vocabulary word as needed. As with the literary elements unit earlier in the year, many of the ESL students will struggle with this vocabulary that is not only challenging to them, but to native English speakers. However, the simplicity of the graphic organizer can also empower them and allow for a more confident use of complex English vocabulary. Specifically, in the section that asks for facts or characteristics, I ask students to consider recognized prefixes, roots, or suffixes. This activity should, over time, enable them to learn new vocabulary based on previous understandings. This activity will also enable native English-speaking students to increase their ability to use complex vocabulary, hopefully using that vocabulary in their writing, this increasing overall class achievement, as addressed earlier.

Individual Work – The teacher will introduce the short answer section of the NYS ELA Regents exam through PowerPoint. The elements required to score a 2 on this portion of the exam will be identified. The class will then be given a poem, “My Papa’s Waltz” by Theodore Roethke, and asked to close read the text, knowing they will write an answer to question 27 of the NYS ELA Regents exam: an analysis of literary elements. The teacher will review the close reading with the class, help them identify relevant evidence through a close reading, analyze potential literary terms for analysis (ultimately focusing on ambiguity), and walk the class through a construction of an answer to question 27 using a CEIEIC (claim, evidence, interpretation, evidence interpretation, re-state claim) structure. This is the first time our class has approached this question, so a modeling of the “how to’s” is necessary. The teacher will direct the class toward a reading of the poem related to its ambiguity in order to build on the previous lesson’s learning on subtext.

Group Work – The class will then read scenes 3 and 4 from John Patrick Shanley’s play Doubt. Rather than sit and read the play, we will act out scenes on the carpeted portion of our classroom in an attempt to bring the text to life. The teacher will stop periodically to point out moments of

intentional ambiguity as well as other key moments in the text. The teacher will also be sure to establish an understanding of the plot as necessary through informal assessments.

Closure – Students will submit the sentence of the day, SAT word of the day, and question 27 analysis on one, class worksheet for the day. Also included will be each student’s reflection on their work that day. The reflection should be written by each student and express what they thought about during the lesson or what they are thinking about at its closure, relative to our class work. For homework, students will continue their work on the Reader’s Response Journal Packet which asks them to process more focused elements of the text on their own.

Materials – class worksheet, SAT vocabulary packet, copy of Doubt, PowerPoint handout, copy of “My Papa’s Waltz.”

Assessment – There will be formal and informal assessment in the lesson. Students will submit all work from the lesson on a daily worksheet, including the sentence-of-the-day, SAT word-of-the-day graphic organizer, the paragraph written together on “My Papa’s Waltz”, and a reflection on their work that day. Furthermore, I, as well as the AIS provider Scott Nash, will circulate while students work independently, identifying areas in need of more direct instruction. Students’ ability to analyze the poem and contribute to our discussion will allow me to informally assess students’ ability to close read. Furthermore, I will also learn more about their ability to structure their writing in order to convey meaning.

#### Possible Adjustments to Lesson

Depending on how much time is spent working on question 27, the class may read more or less of the play. This is a difficult text for students to read on their own, and assigning it to be read individually would most likely lead to a lack of understanding and ultimately the necessity to re-teach. Therefore, this whole-class text will be read together. If class time allows, students may begin their original parable in class or use the time to work on their Reader’s Response Journal for the unit.