**Educational Epiphany ™**

Districtwide PLC Protocol for **English/Language Arts**

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| Teacher/Teacher Team: C. Stewart |
| Grade: 11th |
| Date: October 4-8, 2023 |

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| **#** | **Planning Question** | **Teacher/Teacher Team Response** |
| 1 | Which **state standard** is your lesson progression addressing? | 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. |
| 2 | What **literacy concepts** are embedded in the state standard? | · Analysis  · Diction  · Inferences  · Tone |
| 3 | What teacher **knowledge, reminders, and misconceptions** are assumed in the standard? | Interpretation of Standard: Part 1: Students must be able to cite strong and thorough textual evidence to support an analysis of what the text states explicitly (actually states). Students should be aware that citations are more useful when they include the line number, page number, paragraph number, and/or author – especially when reading more than two texts on the same topic or theme. Students must also be able to recognize and distinguish between/among weak, strong, and thorough textual evidence. Strong evidence is characterized by being connected to the text, logical, and compelling. Thorough evidence is substantive/layered and representative of a methodical approach by the writer.  Part 2: In order to master this skill, students must cite textual evidence (word for word) in order to support inferences drawn (made) from the information in the text. Students must understand that drawing inferences follows a formula.  Facts/information from the text + prior knowledge and/or experience = inference. |
| 4 | What **objective(s)** must be taught? In what order? Why? | SWBAT cite strong and thorough textual evidence IOT support an analysis of what the texts says explicitly. |
| 5 | What **academic language** must be taught before the teacher models for students? How will the academic language be **taught and assessed**? | · Cite - the exact location of a quotation or reference from a text brought forward as support (more useful when it includes a line number, paragraph number, page number, and/or author)  · Strong – able to perform a specified action well and powerfully  · Thorough – written with great care and completeness  · Textual Evidence – facts or information used as support for whether a belief or proposition is true or valid  · Support – to hold up; reinforce  · Inference – a logical assumption based on observed facts from the text and one’s own knowledge and/or experience  · Drawn – made  · Text - a book or other written or printed work  · Cite - the exact location of a quotation or reference from a text brought forward as support (more useful when it includes a line number, paragraph number, page number, and/or author)  · Analysis - the act of breaking into smaller components for the purpose of study or examination  · Explicitly – clearly stated  **Text Based Vocabulary: (Words unfamiliar to students after reading the text)**  Generalization, Panel Discussion, Moderator SE pp 126-127  Conviction SE p 134  Video commentary SE p 136  **Instructional Practice 2: (Strategies used to teach unfamiliar words)**   * Inferential Context Clues (Instructional Practice 2: Strategy 5) * Photos and video clips for word association |
| 6 | **What text(s)** will be used for each phase of **gradual release of responsibility?** | **Anchor Text:** Sources from Unit 1 (Sources for the Performance Task can be viewed page 126 of the SE of myPerspectives)  **Gradual Release Process (How will you release the responsibility to students? Be Specific)**  **I DO**: Teacher will model how to effectively craft the claim for the Writing to Sources: Argument (Performance Based Task)  **We DO**: The teacher will craft another claim example with input from the students.  **You Do in Pairs:** Students will paraphrase or rearrange either one of the claims created during the I DO or WE DO stages of GRR.  **You Do Alone**: Students will craft a claim and revise as needed from teacher feedback. |
| 7 | What **graphic organizer(s)** might support students’ conceptual understanding of the process outlined by the performance-based objective(s)? | * Graphic Organizer to Analyze Texts on page 126 of the SE * Graphic Organizer: Review Evidence for an Argument on page 133 of the SE |

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| 8. What **questions** will be posed to ensure that students are able to demonstrate culminating mastery of the standard and objectives(s)? | 1. Define cite.  2. What is textual evidence?  3. Define strong.  4. Define thorough.  5. Define support.  6. Define analysis.  7. Define explicit.  **Additional Check for Understanding: (During the lessons and after the lessons):**   1. **Gather Evidence Question SE p 126** 2. **Present and Evaluate Question SE p 127** 3. **Reflect Question SE p 132** |