

## HANDOUT 2 CLOSE READING

| Standard 1   | Indicator   | Level | Reasons for Level Score  |
|--|---|-------|--|
| S1. New learning is connected to prior learning and experience | I1. Teacher activates all students' initial understanding of new concepts and skills                          | 3     | <p>At the beginning of the lesson, teacher tells students they are going to continue their discussion of Dr. King, specifically focusing on non-violence. The teacher activates students' current understanding by asking questions about why they should study non-violence and he relates the study of non-violence to their own lives and the need for them to have strategies to deal with difficult situations. He also analyzes the organizational structure of the speech with the students. He elicits their understanding of the structure (they mention key words that lead them to believe the speech will describe a series of events). He talks with them about why this isn't the case --- activating their misconceptions. Then the teacher asks students to turn and talk with a partner to share what they think is "in order" in the speech (he states that he had only been getting information from a few students up until this point ["I keep seeing the same hands."])</p> <p>It is not clear that all students' initial understandings are activated because he targets only a few students to provide responses. For this reason, the teacher does not score 4.</p> |
|  | I2. Teacher makes connections explicit between previous learning and new concepts and skills for all students | 3     | <p>Teacher asks the students to think about why they, as fifth graders, would study non-violence. He asks the students to take some "think time" before he calls on two students to respond. He expands on a student's answer, helping the students to relate the study of non---violence to their own experience. The teacher talks about how students understanding of "a series of events" which is a structure they previously learning (as evidenced by the poster in the room and students reference to this structure) is a place to build on for understanding this speech but is not an accurate understanding of the structure, thus connecting this learning to earlier learning in an adequate way. He uses questions, student responses and further elaborations to make connections. Later in the lesson, he connects their reading of the text to their prior knowledge of main idea and details. It is not clear that connections are made for all students. For this reason, the teacher does not score 4.</p>  |

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|  | <p>13. Teacher makes clear the purpose and relevance of new learning for all students</p>               | <p>3</p> | <p>The teacher tells the students they are going to critically analyze one of Dr. King’s writings to find out what he means when he talks about non-violent, direct action. He asks the students why they should read the writing and confirms a student response that it is academic and they will become better readers, also adding that they will leave the class more informed about dealing with difficult situations. While he asks students if they are all “with him” he does not take the time to confirm that they are – we see one child give a nod and hear others murmur. Therefore, it is not clear that connections are made for all students. For this reason, the teacher does not score 4.</p> |
|  | <p>14. Teacher provides all students opportunities to build on and challenge initial understandings</p> | <p>4</p> | <p>By relating ideas of non-violence to their own experience the teacher provides an opportunity for the students to build on their initial understanding. He also gives them an opportunity to challenge their notions of what constitutes a sequence of events, which they first suggested was how the text was organized. They all have an opportunity to do this when they turn and talk and share their ideas.</p>   |