

Selecting and Planning for Cognitively Demanding Instruction

Session and Description of Lesson Task: This lesson is designed to encourage close reading through analysis and inquiry of a text. Through the close reading strategy, [Signposting](#), students will deconstruct a chapter of the text using mind mapping, a visual thinking strategy. Students will use Signposting and Mind Mapping as a scaffold for Socratic Seminar and analytical writing.

Identify [Standards](#) aligned to learning experience

1. ELA.11-12.RI.1.03 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
2. ELA.11-12.RI.1.01 Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
3. ELA.11-12.SLCA.1.03 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

DOK Level: Level 3 Strategic Thinking - Requires reasoning, developing a plan or a sequence of steps, some complexity. Refer to [DOK + Verb Chart for Objectives and Learning Targets](#).

Content Goal(s)/Learning Target

What are the core ideas and essential questions for this learning experience? What do you intend all students to know and be able to do by the end of this experience?

Essential Questions:

1. How do the emotions of Malcolm X in Chapter 7 impact himself and others?
2. What predictions can you make about Malcolm based on his tone, diction, and syntax in this chapter compared to previous chapters?
3. What does Malcolm's point of view tell us about his mindset?

Based on the lesson's [Criteria for Success \(CFS\)](#), students will...

| | |
|--|--------------------------|
| Criteria for Success: | Name: _____ |
| <u>Sign Posting</u>/Mind Mapping | Peer Coach: _____ |
| Criteria/Learning Targets | |
| 1. Makes connection between character emotion and impact (result/so what) <u>with at least 2 different sign posts</u> . | |
| 2. Incorporates probing questions in map to analyze <u>at least 3</u> inquiry foci: <i>character, diction, tone, syntax</i> . | |
| 3. Applies at least <u>4 different sign posts</u> across the <u>entire chapter</u> to show how a character changes/develops . | |
| 4. Shares 1 pride point in circle; adds ideas of others to deepen map thinking. | |

Language Objectives/Target

(includes academic discourse, phrases, and vocabulary aligned with content target):

What content-related language will you use during the learning experience? What content-related language do you expect to hear during student discourse?

- tone
- diction
- syntax
- inference/infer
- impact/result
- character change
- mindset
- probing questions
- emotions
- point of view/perspective/lens
- reason/reasoning
- evidence
- text/textual
- reflection
- recognition

[Signposting](#) close reading strategy from [Notice and Note: Strategies for Close Reading](#) by Kylene Beers and Robert E. Probst.

Social Emotional Target

Consider cultural and linguistic relevance to students.

[SA 2.1 UNDERSTANDING EMOTIONAL RESPONSE](#) - Recognize changes in emotions and how feelings and thoughts influence behavior in different ways.

[SM 1.1 SELF-MANAGEMENT](#) - Manage thoughts, feelings, actions: Recognize ways to self-regulate and manage thoughts and behaviors in an effort to join or engage in an activity or task.

Anticipating:

What are the different ways the task can be approached?

- Visual thinking, discourse, synthesis of ideas, independent work time and reflection, kinesthetic movement, chunking text, creative and critical thinking, cooperative learning for support.

What strategies and tools might students use in this activity?

- Signpost close reading strategy, mind mapping visual learning strategy, cooperative learning strategy to support engagement and motivation, open circle share-out to promote equity of voice and community.

In what ways does the lesson build on students' previous knowledge?

- Utilizing knowledge of character development via tone, syntax, diction.
- Synthesizing connections between character development and point of view via analysis of literary device (tone, syntax, diction).
- Applying reading comprehension to analysis via making inferences.
- Utilizing probing questions to deepen evidence-based reasoning and reading comprehension.

*What misconceptions and barriers might students have? ***

- Differences between tone, syntax, and diction; how they work together and independently to inform character.
- Understanding that the Sign Post activity asks students to view and respond to a text through the character's lens rather than their own (i.e., Ah-ha moments are the character's moments, not the reader's).
- Ability to participate and "jump" into the work given various points of reading/understanding the text (i.e., reluctant readers, students who have not read/prepared, absent students, etc.).
- Mindset with approaching a new/different task that stretches a students' comfort zone (i.e., visual thinking, thinking like the character, sharing in open circle).

Means of Expressing Proficiency**

What accommodations and modifications might you employ to support your students with IEPs?

What accommodations and modifications might you employ to support your ELL students?

| Barriers (Language, Learning Needs, Social/Emotional, etc.) | Strategies for Access |
|---|--|
| <p>Barrier: Limited Vocabulary and Language and Students with IEPs.</p> <p><i>Strategies at right are designed for all students and for specific students via support and scaffolding based on demonstrated need.</i></p> | <ul style="list-style-type: none"> • 1:1 teacher-student pre-conference to establish a student's personal goals for participation in discussion across multiple verbal and nonverbal communication modalities (i.e., writing, listening, speaking, reflecting). • Discussion post-conference, where student reflects on provided or self-generated debrief questions to self-assess comfort and efficacy in discussion participation. • 1:1 partner conference prior to, during (break out session), or after small group or whole class discussion. • Modeling discussion strategies based on students' self-assessment of accountable talk "growing areas" through mini lessons and in-class, performance-based simulations. Simulations model accountable talk based on class members' areas of need. |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Exemplar video analysis/observation using “what do you see/hear” T-chart to record observation of “what works” in accountable talk. ● Teacher refers students to screencasted mini lessons, where students can view accountable talk visualizations in a slide deck and hear teachers model accountable talk simultaneously (refer to Screencast-o-Matic.com). ● Learning targets/Criteria for Success (CFS) for each lesson/task that are clearly communicated (visual, oral), and that are referenced throughout the lesson as a foundational point for students’ self-assessment and benchmarking towards success. |
| <p>Barrier: Social-emotional</p> <p><i>Some students may exhibit hesitation or resistance towards accountable talk discussion, which may result in defiant or disruptive behaviors.</i></p> | <ul style="list-style-type: none"> ● Model strengths-based talk, reinforcing individual and group assets in accountable talk for every student before, during, and after group discussion. ● Utilize “pause-and-praise” moments during discussion, interrupting discussion to point out individual and group assets with accountable talk: <ul style="list-style-type: none"> ○ I like how Jay used [strategy] in order to ____ (impact statement). ○ Let’s notice how Jay used [strategy], which ____ (impact statement). ○ What if we try Jay’s strategy of [strategy] in order to ____ (impact statement). ● Provide non-verbal cues for students to acknowledge assets, rather than deficits, such as “snaps” or “desk knocks” or other pre-taught/used non-verbal cues that students would recognize as positive feedback. Other non-verbal cues may be a praise slip (short note of strengths-based praise) shared with student as a reinforcement of positive behavior/mindset. ● 1:1 conversations before or after class to reinforce positive behavior, rather than call-out negative behavior. ● Reframe behavior management intervention strategies by focusing on the student, rather than the behavior. What does this student need in this moment to be a productive member in this class? (Refer to Teaching with Strengths in Trauma-affected Students and Using a Strengths-based Approach with ELs: Supporting Students Living with Trauma, Violence and Chronic Stress.) ● Provide descriptive feedback that is clear and actionable to reinforce positive behavior/mindset. ● Provide clear directions with regard to writing to mitigate student misconception or confusion with writing expectation and with the steps in the writing process as a whole. Remind students of these directions in multiple formats (oral, printed, projected) frequently throughout lesson. (Refer to Giving Clear Directions, published by Teaching as Leadership). |

Resources Needed / Materials needed:

- Colorful markers at each table
- Large white paper at each table
- Pencils at each table (colored)
- Sticky Notes at each table
- *The Autobiography of Malcolm X* for each student
- [Signposting/Mind Mapping Criteria for Success](#)
- [Sign Post Cards](#)
- [Mind Map student models](#)
- [Probing Questions Cards](#)
- [Reflective Writing Response Chapter 7](#) (Homework, due day 2)
- [Optional Tone, Diction, Syntax DIDLS guide](#) (source: Ottawa Township High School, Ottawa, IL)

Student Grouping Decisions: *How many and which students will be grouped together?*

Students are grouped at tables of 4-5.

After students complete the mind mapping activity, they will convene in an [open circle](#) with the teacher.

Launching the Task
Recommended Time: 5-15 minutes

CONNECT: Be succinct & engaging.

Communicate learning target.

Activate schema and connect to previous learning.

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Do Now projected as students enter (5 min).

1. Compose one probing question that you have for Chapter 7. Use the Probing Questions cards to develop your question.
2. Why did you choose this particular question?
3. Which inquiry foci does your question address (tone, diction, syntax), and how do you know this to be true?

PRESENT TASK: How will you introduce students to the task to provide access to all students, while maintaining the cognitive demand of the task? How will you ensure that students understand the context of the task? Consider how to use more than one way to represent the information.

Mind mapping / Signposting mini lesson (12 min):

1. What is it? Why are we using it? How do we use it? How can you be successful with it?
 - a. This is our pre-work for Socratic Seminar and reflective analysis writing that documents Malcolm's journey of transformation throughout the text.
 - b. Deconstruct text (Chapter 7) to figure out character development and build your own analysis of where Malcolm X is in this chapter on his journey of change and transformation, how he is feeling, how his emotions affect his thoughts and actions, and how we know all this based on the evidence we have: his words (language, story, voice) i.e., diction, syntax, tone.
 - c. Review of diction, tone, syntax and how these work together and independently to develop character.
 - i. Personalize diction, tone, syntax through music examples or comparison of 2 songs - how are they different because of tone, syntax, diction?
 - ii. Which is harder to track (tone, syntax, diction), and why? (Pair-share, popcorn)
 - d. Student models
 - e. Mind mapping as a conceptual thinking tool
 - f. Signposting to dig deep into text for close reading and analysis
 - i. Sign posting requires us to think as the character, not from our own viewpoint. Need to put ourselves in character's shoes (point of view, perspective, lens).
2. Explicitly teach lesson [Criteria for Success](#) (CFS) as reflective of [objectives](#) and [standards](#).

Explore: Independent and Small Group Work

Recommended Time: 25--45 minutes

During the explore phase, you may use the “Share Out” template to monitor and prepare for summary discussion. Engagement Strategies might include: *Strategic groups or pairings, Use of technology like Google Read & Write, Graphic organizers, Sentence starters, Word banks, Language frames/structure, Representations*

Give students at least 5 minutes of independent think time, and then have them work with partners or in small groups.

What questions will you ask to help them get started on or make progress on the task?

1. 30 min: Students will complete a [Mind Map](#) using the [Signposting](#) close reading strategy. Students will work independently within a group setting at tables and are encouraged to talk aloud about their process and the text during the activity.

What questions will you ask to assess students’ understanding of key ideas, skills and strategies?

- How did you come up with that connection?
- What will you do differently next time?
- What is the difference between your “Ah-ha” moment as the reader and Malcolm’s “Ah-ha moment”?
- Explain why [choose one: diction/syntax/tone] is your focus to explain characterization and not [choose one: diction/syntax/tone].
- Why did you decide on [a specific Sign Posting strategy] versus [another specific Sign Posing strategy] here? What would it look like to talk about a [specific Sign Posting strategy] instead or in addition to?

Planned check-ins:

- I will rotate to each table, asking questions from above to students.
- I will pause at midpoint through the activity to ask students to quickly reflect on their Criteria for Success for a “thumbs up/down” check as to how they are doing with the learning targets on an individual basis.

What questions will you ask to advance students’ understanding of the ideas and related skills?

- What is your first step?
- What is your next step?
- How can you use the text to make this point stronger?
- Explain how you see this connect to _____. What can we infer about this connection?
- How would someone oppose your point?

How will you engage students who complete the task early?

- Students who complete the task early will reflect on their work as aligned to the lesson Criteria for Success. Students can also answer their probing questions on the map, or from the Do Now.

Summary: Sharing and Discussing the Task

Recommended Time: 5-15 minutes

How will you orchestrate the class discussion so that you accomplish your goals?

Students will complete the [Criteria for Success](#) for this lesson during the last 5 minutes of class. I will provide a handout with two Criteria for Success - 1 to be completed today by the student as a self-assessment of the Mind Mapping/Signposting activity, and the other to be completed by a peer coach/reviewer during tomorrow’s class.

What follow-up questions will you ask the group to guide students to clarify, justify and extend their thinking and consolidate learning?

I will facilitate follow-up questions with the whole class on Day 2 of this lesson (following day). These questions will extend on questions asked in my check-in’s with students during the Mind Mapping/Signposting activity in today’s lessons, pending students responses.

For Homework, in advance of Day 2's [open circle](#) share-out and reflection, students will complete a [Reflective Writing Response](#). I will ask students before they leave class today (Day 1) to write their own Ah-Ha moments of Chapter 7 from their own perspective. In this way, they practice navigating analysis and close reading of the text through a character's lens as well as their own, noting commonalities and differences between themselves and the character and analyzing those points of intersection.

Which ideas, strategies, or solution paths might you share during the class discussion? In what order will these be presented?

After tomorrow's open circle, I will have students peer review a partner's Mind Map against the [Criteria for Success](#) for this lesson. Students will analyze the differences in their own self-assessment and their peer's assessment of their Mind Map/Sign Posting activity. Each table will discuss approaches to completing this assignment and share out 1 idea with the whole class.

Tomorrow's/Day 2 lesson will begin with a Do Now on character contradictions (extension from Mind Map/Signposting in today's lesson), followed by an [open circle](#), where each student shares a "pride point" from his/her map (pointing to work he/she feels most proud of) and why that idea on the map is so important to his/her understanding of the text. As students share, other students should be adding to their maps, building on and incorporating their peers' responses of the text to their own mind maps to deepen their understanding of the text.

Evidence of Learning/Formative Assessment:

How will you know what all students understand? What evidence will you collect? For example: exit task, annotated data collection, collecting student work. How will this data be used to inform your instructional next steps?

This lesson is a foundational building block to our focus of evidence-based reasoning and student-centered learning from an inquiry stance. Based on my questions of the students during the activity, combined with students' self- and peer-assessments, the Mind Map, and the written product of the [Reflective Writing Response for Chapter 7](#), I will determine a course of action for each student based on his/her demonstrated growth against the learning targets. With this lesson, I am specifically interested in building students' resilience with close reading and evidence-based reasoning, along with using literary device to inform analysis. These concepts and skills may be perceived as "tedious" or "too much" by some students, and I will determine differentiated courses of action while maintaining rigor for students who present challenges accessing the text and/or activity. This activity is intended to provide students with multiple points of access to the text and to the skill of analytical thinking. This activity is a scaffold to help students organize and develop critical analysis of the text for use in a Socratic Seminar and analytical writing. Through reflection and clear learning targets, students will build comfort with self- and peer-assessment. By using the [Criteria for Success with this lesson](#), I am to provide an overarching learning arc to help students clearly understand how they can be successful at different points in the lesson and to help students internalize self-assessment and agency in the learning process.

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Target grade: 12

Content area: English Language Arts

Brief description: This lesson is designed to encourage close reading through analysis and inquiry of a text. Through the close reading strategy, [Signposting](#), students will deconstruct a chapter of the text using mind mapping, a visual thinking strategy. Students will use Signposting and Mind Mapping as a scaffold for Socratic Seminar and analytical writing.

