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Something to Say: Using Dialogic Pedagogy in the edTPA to engage secondary English students in textual analysis

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Something to Say: Using dialogic pedagogy in the edTPA to engage secondary English students in textual analysis

Danielle Wood
University of Wyoming Honors Program
May 13, 2016
Abstract

The edTPA (teacher performance assessment) is a performance-based, subject-specific assessment of pre-service teacher candidates that is completed during their residency semester. This assessment is used by the University of Wyoming College of Education, in conjunction with Pearson, to emphasize, measure, and support the skills and knowledge that teachers use in the classroom (http://edtpa.aacte.org/faq). I created three interconnected lessons associated with various assessment tasks required by the edTPA: planning, instruction, and assessment. These lessons were carried out in a sophomore American literature course at Laramie High School. The primary focus of the learning segment featured in this series of documents is engaging students in dialogic pedagogy to foster collaborative learning opportunities that allow students to access and analyze texts more effectively.

The use of dialogic pedagogy in this learning segment is a teaching/learning technique that positions the teacher as the facilitator of both small- and large-group discussion. This requires that students learn by engaging with one another by speaking and doing activities collaboratively to foster both reception and productive language skills. Rather than traditional models of teaching — in which the teacher is the “keeper” of knowledge that is distributed to students via lectures, PowerPoints, etc. — dialogic pedagogy relies on the students’ input throughout the dissemination and construction of information. By pairing dialogic strategies to various reading comprehension tasks, students were observed to make meaningful connections to the central text featured in the learning segment (The Adventures of Huckleberry Finn by Mark Twain) through their historical analysis of the novel.
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Task 1: Planning
Task 1: Part A
Context for Learning
**TASK 1: CONTEXT FOR LEARNING INFORMATION**

Respond to the prompts below (no more than 4 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

---

**About the School Where You Are Teaching**

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
   - Middle school: ______
   - High school: ___ X ___
   - Other (please describe): ______
   - Urban: ______
   - Suburban: ______
   - Rural: ___ X ___

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
   - [ This class is team taught with a special education teacher who has been assigned to specific students and assists with the lesson plans as needed. ]

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.
   - [ Not applicable. ]

---

**About the Class Featured in this Learning Segment**

1. How much time is devoted each day to English Language Arts instruction in your classroom?
   - [ The school operates in a modified block schedule: Mondays, Thursdays, and Fridays provide 52 minutes of instructional time while Tuesdays and Wednesdays are 94 minute blocks. ]

2. Is there any ability grouping or tracking in English Language Arts? If so, please describe how it affects your class.
   - [ Not applicable. ]

3. Identify any textbook or instructional program you primarily use for English Language Arts instruction. If a textbook, please provide the title, publisher, and date of publication.

4. List other resources (e.g., electronic white board, online resources) you use for English Language Arts instruction in this class.
   - [ FM speaker system: the microphone is worn on-person to maximize any audio cues from the instructor via the speakers. The microphone may also be used by students during group presentations. ]
About the Students in the Class Featured in this Learning Segment

1. Grade-level(s):
   [10th grade.]

2. Number of
   - students in the class: 25
   - males: 12 females: 13

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.

<table>
<thead>
<tr>
<th>Students with IEPs/504 Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEPs/504 Plans:</td>
</tr>
<tr>
<td>Classifications/Needs</td>
</tr>
<tr>
<td>Other Health Impairment</td>
</tr>
<tr>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>Learning Disability</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Specific Learning Disability</td>
</tr>
</tbody>
</table>

**Students with Specific Language Needs**

---

1 California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
<table>
<thead>
<tr>
<th>Language Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA ACCESS Tier B ELL</td>
<td>1</td>
<td>Pre-teaching of concepts and vocabulary (i.e. graphic organizers, bilingual dictionary and word banks, schema building activities), check for understanding of instructions and have students verbally explain tasks back to instructor, pair instruction with visual cues, image cues are paired with written directions, use of all learning modalities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Other Learning Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Learning Needs</td>
</tr>
<tr>
<td>Cancer Patient</td>
</tr>
</tbody>
</table>
Task 1: Part B

Lesson Plans
Lesson 1 (52 min.): Historical Context Jigsaw

Lesson Overview: During this lesson, students will work in small groups to present their research and visual representations concerning the historical context of *Huckleberry Finn*. After learning about various components of historical criticism pertaining to the novel, students will engage in listening to a recording of the first chapter of the novel and make connections between the class presentations and the text. Finally, students will continue to build their vocabulary with words taken from the novel to prepare them to encounter those words as they read. Students’ homework will be to start the novel and complete a during-reading activity that will connect students’ work with the background information to the text.

Objectives:
- Students will define challenging vocabulary by defining predetermined vocab and properly using the words in sentences.
- Students will present their historical context research to the class in the form of a jigsaw.
- Students will work productively within their groups.
- Students will apply their knowledge of the novel’s historical context to support their comprehension of the text while reading.
- Students will listen and respond to an audio recording of the novel in their reading journals.

Standards:
- CCSS.ELA-LITERACY.SL.9-10.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.1.A – 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.
- CCSS.ELA-LITERACY.L.9-10.6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Materials & Resources:
- Tape and students’ jigsaw visuals
- Task guidelines and expectations written on whiteboard
- Copies of week 1 bookmarks (Appendix 0.a)
- Vocabulary written on whiteboard (Appendix 1.a)
- Link to audio recording of chapter 1 of *Huckleberry Finn* (Appendix 1.b)
- Say Something sentence starters written on chalkboard (Appendix 1.c)

Procedures:
- **Introduction** (5 min.) - Welcome students by shaking their hands and directing them to the warm up space of the whiteboard. Reintroduce the new style of warm up that students will need to complete when they come in: students will need to find the definition of the new vocabulary words and write it in their reading journals. Students may use their phones or one of the dictionaries provided during this time to look up definitions. Students will then be instructed to write the word in a sentence according to its definition. Once the attendance had been completed by the instructor and students appear to have completed their warm up, the teacher will ask for someone to share the definition and for another student to share their sentence.
- **Lesson Activities**
(30 min.) – The teacher will remind students to take notes as their peers present the information that they found since all of it will help them with their understanding of the novel as they begin reading it. The teacher will then randomly pick a topic to present first and proceed from there with the following presentations. During each presentation, the person that is speaking from the group will use the FM speaker microphone to ensure that they can be heard by the whole class. After each presentation, the teacher will ask for questions and clarify any information that may be confusing or missing from the students’ visual representations.

(15 min.) – Once all of the groups have presented, the teacher will have the students sit back down and distribute copies of the books. The teacher will then instruct the class to perform a Say Something activity as they listen to the first chapter of *Huckleberry Finn*. The teacher will pause it every paragraph or so and have students make a prediction, connection, or question about what they just read/listened to.

**Conclusion** (2 min.) – Near the end of the class period, the teacher will gain the class’s attention by directing their attention to the whiteboard. There, they will see the homework assignment that should be completed as they read *Huckleberry Finn* for homework: students will need to complete a connect-extend-challenge on a separate piece of paper as they read the first two chapters of the novel.

- Write about a connection you made to the text.
- Write about how the book extended one of the topics we discussed in class.
- Write about how the book has challenged your ideas so far OR write about challenges that you had while reading.

**Assessment:** Students will hand in their connect-extend-challenge that they completed for homework at the beginning of the following class period. This brief during-reading activity will allow the instructor to evaluate how students are able to make connections between their reading and their interactions during the class period. The assessment will also promote student comprehension as they apply the historical context information to their personal analysis of the text. This assessment will be recorded as a formative completion grade.

**Connections:** One of the goals of this lesson is to cultivate cross-curricular connections between American history and literature to reinforce students’ understanding of the history of the United States and its influence on the text. The lesson will also allow students to see how literature can both reflect and influence society. Furthermore, this beginning lesson, in conjunction with the lessons featured in this learning segment and throughout the unit, will scaffold students to more complex discussions and analyses of the text that apply subjects of race, power, and regionalism to modern day topics.

**Special Considerations:** (as listed in Context for Learning)

- **OHI** – Take pictures of each of the groups’ work and make a copy of teacher’s notes. These notes should include additional vocabulary information as well so that all students have linguistic access to the materials that were presented.
- **LD** – As the vocabulary review is
- **SLD** – Check in with this student after reviewing vocab warm up instructions and when describing the Say Something and 3-2-1 activities to ensure they understand what they are supposed to be working on. Provide a copy of teacher’s notes with additional vocabulary from the jigsaw activity defined.
- **Hearing Impairment** – Have each group use the FM speakers and microphones while doing the jigsaw presentations to ensure everyone can hear. Students will also be encouraged to sit near the front of the groups that are presenting if at all possible.
- **ELL** – Check in with this student after reviewing vocab warm up instructions and when describing the Say Something and 3-2-1 activities to ensure they understand what they are
supposed to be working on. Provide a copy of teacher’s notes with additional vocabulary from the jigsaw activity defined.

Cancer Patient – Make sure there is a copy of the week 1 bookmark, a copy of *Huckleberry Finn*, the connect-extend-challenge prompt, and a note with explicit instructions ready to send home for the cancer patient if he is unable to make it to school.

**Lesson 2 (52 min.): Defining Character and Summarizing Texts**

**Lesson Overview:** In this lesson, students will learn about the various character types as an element of literature that they can apply directly to their reading of *Huckleberry Finn*. Students will also be taught about direct and indirect forms of characterization. In addition, students will learn a summary technique that they can use to aid their comprehension of the text. This technique will also guide students to formulating a summary of the text in their own words that will support their ability to understand some of the challenging language and various situations within the novel.

**Objectives:**
- Students will define challenging vocabulary.
- Students will understand the various aspects of character as a literary element in relation to their reading of *Huckleberry Finn*.
- Students will analyze *Huckleberry Finn* based on its historical context in discussion with their peers.
- Students will summarize the chapters they have read.

**Standards:**
- **CCSS.ELA-LITERACY.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.
- **CCSS.ELA-LITERACY.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.
- **CCSS.ELA-LITERACY.SL.9-10.1** – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.L.9-10.6** – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Materials & Resources:**
- Whiteboard and markers
- Character presentation (Appendix 2.a)
- Homework written on whiteboard

**Procedures:**
- **Introduction** (5 min.) – Welcome students and have them start working on the day’s vocabulary warm up. As they work, ask students to take out the connect-extend-challenge from the previous night and push it forwards to be collected. Once all of the homework has been connected, as for a volunteer to share the definition of the word and another student to use the word in a sentence. Then, ask students to take out their reading journals and turn to the section where they have been keeping notes on the various literary elements.
- **Lesson Activities**
(30 min) – Ask students to name a list of characters that they have encountered so far as the teacher writes their responses on the board. The instructor will then progress through a minilesson about various character types – dynamic, static, flat, round, stock, protagonist, antagonist – and characterization – direct and indirect. The teacher will then have students talk in their table groups about the various character types they recognize from the book so far. The teacher will guide students through the lesson using a PowerPoint as a visual guide.

(10 min.) – Then, the teacher will ask the class to identify and justify which character types fit the characters listed on the board, and show students a way to track characters throughout the novel. The teacher will then model a Somebody Wanted But So (SWBS) with one of the characters that was listed in the following format:

<table>
<thead>
<tr>
<th>Somebody</th>
<th>Wanted (or not)</th>
<th>But</th>
<th>So</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huck</td>
<td>Didn’t want to be “sivilized” by the Widow Douglas so he ran away</td>
<td>Tom Sawyer told him he could be a part of his new gang</td>
<td>Huck came back and the Widow Douglas keeps trying to “sivilize” him.</td>
</tr>
</tbody>
</table>

The teacher will then choose another character and have the class walk through the various aspects of the SWBS. After this next SWBS, the students will be tasked with working in groups of three-four to complete a SWBS for each chapter for each of the characters that they encountered in that chapter. Once groups have finished (if time allows), they will join with another group of that same chapter and compare work. Once groups have shared, they will report back to the class so that there is a written summary of the novel so far.

> Conclusion (remaining time) – For the remainder of the class period, students will be instructed to complete a SWBS for each of the chapters that they will read for homework. They will then have the option to either read silently in the annex room with the team-teacher or stay in the regular classroom and listen to a recording and follow along with the next reading assignment.

**Assessment:** Throughout the character portion of the lesson, the teacher will solicit a “fist-to-5” response from students after they have been shown and discussed each character Type. If students show a three or less on their hands, the teacher will ask what questions they have and offer additional explanation and examples for students. This will allow for the instructor to check in throughout the lesson to ensure all students are understanding the information so that they will then be able to apply that information to their reading of the novel.

**Connections:** This lesson will foster students’ collaboration skills and comprehension skills that will be applied throughout the rest of the unit. Students will have to interact with one another in discussion about various elements of the text. Students will also use literary elements and the SWBS activity to make sense of the text by summarizing it and defining the central characters – a skill that will be valuable in various other classes when reading comprehension skills are required.

**Special Considerations:** (as listed in Context for Learning)

- **OHI** – Provide a copy of PowerPoint slides with space for keeping notes so that student has a record of teacher’s notes to reference. Be sure to check for understanding during the “fist-to-5” assessment.
- **LD** – Make sure the SWBS graphic organizer is written on the board so that students have both the visual representation and oral directions associated with the task. Be sure to check for understanding during the “fist-to-5” assessment.
- **SLD** – Provide a copy of teacher’s notes that defines additional vocabulary so that student has additional information to reference. Be sure to check for understanding during the “fist-to-5” assessment.
Hearing Impairment – During mini-lesson on character, use the FM microphone and speakers to ensure that all students can hear, and repeat any student responses as needed if they are too quiet or there is any doubt that what they said was not heard by students who require accommodations.

ELL – Provide a copy of the SWBS graphic organizer already printed along with a copy of the teacher’s notes of the character presentation with additional vocabulary defined in the margins. Be sure to check for understanding during the “fist-to-5” assessment.

Cancer Patient – Have a copy of teacher’s notes from the character presentation available with additional information in the margins if needed. Also provide a copy of the SWBS graphic organizer with instructions and the day’s vocabulary words in case student is unable to make it to class.

Day 3 (52 min.): Small Group and Whole-class Discussions

Lesson Overview: This lesson will be primarily discussion based in terms of students’ initial responses to the text. At this point, students will focus on analyzing the text using the historical context information, vocabulary, and knowledge of various character types. Students will be asked to complete 10 minutes of silent, sustained reading/writing prior to discussion to get them thinking about where they left off in their reading in preparation for the class discussion. The teacher will provide an opportunity for students to develop their own discussion questions while also providing some questions that may illicit student responses.

Objectives:
- Students will define challenging vocabulary.
- Students will analyze Huckleberry Finn.
- Students will construct and respond to authentic questions about the text.
- Students will respect themselves and others throughout class discussion.

Standards:
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.9-10.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.1.A – 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.
- CCSS.ELA-LITERACY.SL.9-10.1.D – Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-LITERACY.L.9-10.6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Materials & Resources:
- Copies of week 2 bookmark (Appendix 0.a)
- New vocab written on whiteboard (Appendix 3.a)
- Quick write prompt written on whiteboard (Appendix 3.b)
- Discussion questions prepared (Appendix 3.c)

**Procedures:**

- **Introduction** (7 min.) – Welcome students and remind them of the new vocabulary that they will need to find the definitions of and use in a sentence. Once the attendance had been completed by the instructor and students appear to have completed their warm up, the teacher will ask for someone to share the definition and for another student to share their sentence.

- **Lesson Activities**
  - (10 min.) – The instructor will point student’s attention to the whiteboard and instruct students to write silently about the following prompt for three minutes: *What do you think about Huckleberry Finn so far? What things do you like/dislike and why? What parts have been confusing and/or challenging?* If students feel that they have nothing left to write about, they will be instructed to remain silent and read until the time has finished in order to remind themselves of where they left off the night before. After allowing the students time to respond to the prompt, the teacher will instruct students to share with a partner prior to sharing out as a whole class.
  - (25-30 min.) – The teacher will then transition into full class discussion by first reminding students of the expectations and then opening the floor for any student to ask a question about the text if they would like. If no one starts the conversation, some of the prepared discussion questions can be used to prompt students’ responses. One key topic of discussion should be about the characters that the students have encountered so far in order to build on the information students learned about character types from the previous lesson.

- **Conclusion** (5-10 min.) – The teacher will thank students for their participation in the discussion and distribute the bookmark review to the class. The teacher will then model their expectations for the bookmark so that students understand their task. Students will be reminded of the various elements of literature that students have encountered throughout the semester and the notes on the whiteboard for each element that students are welcome to use for this assignment.

**Assessment:** The bookmark that students will take home and complete following the discussion will be used by the instructor to assess students’ comprehension, application, and analysis skills. Students will complete a SWBS statement to continue practicing the reflection and summary skill that they were taught in the learning segment. This will allow the instructor to check in with students who might not understand the task fully. In addition, students will define various elements of literature as they pertain to *Huckleberry Finn* and analyze their effect on the novel. This will allow the instructor to assess not only if students understand the various elements of literature they have been taught, but also whether or not they can apply those literary elements to a complex text to construct meaning.

**Connections:** This lesson will connect all that students have learned in the previous lessons so that they have a repetitive opportunity to apply the knowledge that they have to their own analysis of the novel. In addition, dialogic pedagogy fosters communications skills – both speaking and listening – so that students know how to have respectful, constructive conversations both in and outside of school with a variety of differing opinions. This lesson will also ask students to cite evidence as they respond to the text which is an important skill that they will continue to apply in various aspects of their lives.

**Special Considerations:** (as listed in Context for Learning)

- **OHI** – Allow student who requires more processing time access to some of the discussion questions so that they have the opportunity to formulate responses with enough time.
- **LD** – Allow students who require more processing time access to some of the discussion questions so that they have the opportunity to formulate responses with enough time. Call on some students to share their opinions so that they can have the floor rather than getting talked over by other, more active students.
SLD – Read questions twice to allow students additional time to process information and formulate responses. This will also provide the opportunity for the teacher to clarify words and meanings by rephrasing the question to make it more accessible to students.

Hearing Impairment – Remind students to speak up when they participate in discussion to ensure that students with hearing impairments can be heard. Use FM microphone and speakers throughout discussion.

ELL – Allow plenty of time for responses and do not cold call during discussion. Also, provide additional instruction prior to assigning the bookmark assessment to ensure that this student understands all of the questions.

Cancer Patient – Have copies of discussion questions and bookmark assessment ready in case this student is unable to make it to class. Have student reflect on the discussion questions, choose one, and write a one-paragraph response to a question of his choosing.

*Please note all instructional resources and materials can be found in the appendices in Part C of Task 1.

**Please note all assessment materials can be found in Part D of Task 1.

***Students will be given a weekly bookmark that lists reading assignments and during-reading activities. (See Appendix 0.a)
Task 1: Part C
Lesson Materials
(See appendices)
Task 1: Part D
Assessment Materials
Assessment 1: During-reading Comprehension
Connect-Extend-Challenge

- Write about a connection you made to the text.
- Write about how the book extended one of the topics we discussed in class.
- Write about how the book has challenged your ideas so far OR write about challenges that you had while reading.

Assessment 2: Fist-to-5
In this assessment, students will be asked to rate their understanding of the materials being discussed in class on a scale of zero to 5: a fist meaning they do not understand the material at all and need it to be retaught, and 5 being that they completely understand what is going on. If students present with a 3 or less, the teacher will ask what questions they have or offer clarification on the subject being discussed.
Assessment 3: Bookmark Review

<table>
<thead>
<tr>
<th>(Front)</th>
<th>(Back)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>What characteristics of realism have we seen in <em>Huckleberry Finn</em> so far? (include page numbers)</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

What do we know about the setting of *Huckleberry Finn*?

- **Time:** __________________________
- **Place:** __________________________
- **Mood:** __________________________

How does this setting effect our understanding of the novel?

_________________________

What kind(s) of conflict have we encountered so far? (include page numbers)

_________________________

_________________________

_________________________

_________________________

Write down all of the information that you know about the following characters, including what character type you think they are (i.e. flat, round, dynamic, static, etc.)

- **Huck Finn**

- **Jim**

What is the difference between superstition and religion in *Huckleberry Finn*? (include textual evidence to support your answer)

_________________________

_________________________

_________________________

_________________________

_________________________

_________________________

Complete two “Somebody Wanted But So” statements for chapters 8-10.

_________________________

_________________________

_________________________

_________________________

_________________________

_________________________
Task 1: Part E
Planning Commentary
**TASK 1: PLANNING COMMENTARY**

Respose to the prompts below (no more than 9 single-spaced pages, including prompts) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus
   a. Describe the central focus and purpose of the content you will teach in this learning segment.

   The central focus of this learning segment is analyzing *The Adventures of Huckleberry Finn* by applying knowledge of the novel’s historical context as students engage with and respond to the text using a variety of evidence to support their analysis. I am teaching this content because the novel explores various controversies of the Antebellum South during the pre-Civil War era and remains a controversial book still today due to various subjects such as race, power, regionalism, and oppression. This learning segment demonstrates how students will be provided with opportunities to conduct literary analysis using historical criticism as well as explore overarching concepts such as the nature of man, morality, and satire as a form of social criticism.

   b. Provide the title, author (or, if a film, the director), and a short description (about a paragraph in length) of salient features of the text(s) that a reviewer of your evidence, who is unfamiliar with the text(s), needs to know in order to understand your instruction. If there is more than one text, indicate the lesson(s) where each text will be the focus.

   The central text for the unit is Mark Twain’s *Huckleberry Finn*. The novel follows the main character, Huckleberry Finn, on his adventures down the Mississippi River as he runs away from his drunk and abusive Pap who has returned to town and reestablished his custody of the boy. Huck is accompanied by Jim, a runaway slave. Huck and Jim encounter a menagerie of other strange folks throughout their journey South on the Mississippi River. By the end of the novel, the Duke and Dauphin – fraudulent characters who aim to exploit Huck and Jim – turn Jim in for a bounty. Huck then goes to save his friend and later finds out that he was free all along since the widow who he worked for died a few months previously and had provided Jim his freedom in her will. Huck also learns that he has gained his freedom since he father turned up drowned. At the end of the novel, we find that Huck plans to embark more adventures out West. This realist, satirical novel will be used as a common assessment for all sophomore students at Laramie High School in alignment with the Common Core State Standards.

   c. Given the central focus, describe how the standards and learning objectives within your learning segment address students’ abilities to use the textual references to

      - construct meaning from, interpret, or respond to complex text
      - create a written product, interpreting or responding to complex features of a text

   On day one of the learning segment, students will apply their knowledge of the novel’s historical context support their comprehension as they begin reading the text. This learning objective applies to students’ ability to construct meaning from the text and interpret the various historical implications of authorial choices that Mark Twain might have made in response to such history. Cultivating an understanding of subjects such as realism, rationalism, and satire also allows students to comprehend the novel by addressing.
challenging and controversial language, making connections to other literary texts (such as The Adventures of Tom Sawyer), etc. Historical criticism also lends itself to students’ comprehension of a text’s theme with a developing ability to connect and cite historical evidence alongside textual evidence.

On day two of the learning segment, students will understand the various aspects of character as a literary element and apply this newly acquired knowledge to their analysis of the text as they discuss Huckleberry Finn with their peers. This learning objective supports students’ ability to interpret and respond to complex characters within the novel. Furthermore, this feature of the lesson will allow students to develop yet another element of literary analysis that will deepen their understanding of the development of various complex characters throughout the course of the novel.

On the final day of the learning segment, students will construct and respond to authentic questions about the text. This learning objective places the focus on students’ ability to interpret various complexities within the text. This learning objective will then be extended from classroom discussion to a written product that will allow students to demonstrate their understanding and analysis of various literary elements in connection to Huckleberry Finn.

d. Explain how your plans build on each other to help students make connections between textual references, constructions of meaning, interpretations, and responses to a text to deepen their learning of English Language Arts.

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners,
struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.

[ Preceding this unit, students have learned about setting, plot, conflict, and theme as components of literature that can be applied to one’s analysis of a text. In addition, students also read an excerpt from *The Interesting Narrative of the Life of Olaudah Equiano* to begin discussing slavery and its worldly impact so that students understand that slavery did not merely begin in the United States just prior to the Civil War. In previous units, students have practiced various during-reading activities to support student comprehension skills. Students have also made connections between vocabulary and the text by looking up the definitions of predetermined vocabulary words prior to reading a text and replacing the word within the text with an understandable definition to further support student comprehension. With these comprehension and analysis skills already in place, students are currently learning how to cite textual evidence to support their opinions and analysis of a text.

Students with IEPs, 504 plans, and struggling readers have received the same interactive instruction and read the same texts as the rest of the class. However, to bolster their reading and comprehension skills, these students have received additional instruction with the help of team teachers within the special education department of the school. This includes re-reading texts, coming in during planning periods to go over and copy teacher’s notes, and frontloading vocabulary so that students come to class prepared for the lesson prior to engaging in any learning activities. The ELL student has received various texts prior to the lesson and has been encouraged to read aloud to boost both comprehension and language proficiency skills in addition to using a bilingual dictionary and summarizing the text in their own words. The cancer patient has received additional supports with the assistance of the homebound teacher and written instructions from myself to ensure that he has progressed and shown proficiency in the same reading comprehension and vocabulary skills with a variety of texts. Using these skills, all students will continue to progress alongside their peers by applying comprehension techniques in order to analyze and cite the text. ]

b. Personal, cultural, and community assets related to the central focus—What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?

[ The selected American literature class featured in the learning segment is the last class of the day. Often times students are anxious to reach the end of their academic schedule so that they can move on to sports, work, etc. The class is typically either full of energy or lethargic, so it is important to engage students in active learning to boost their interest in the material. In addition, being in a rural town in Wyoming means that most students are not immersed a community of people of diverse backgrounds and cultures often. The demographics of the school are predominantly white, which means that our reading of *Huckleberry Finn* could lead to discussions about ideas of race and power that students have not had in depth prior to this classroom experience. For the most part, the class has no trouble asking/answering questions and speaking up when they have an idea about something. The students are also very active and appear to enjoy moving around and being social throughout the class period. All students in the class have also expressed a clear interest in technology in the classroom and seem to enjoy anything that involves the use of computers or their phones during the class period.

Students with IEPs, 504 plans, and struggling learners are alike to their classmates in the sense that this is the last class in their academic day and they are generally antsy. Most of these students also have had access to many of the lesson materials prior to the lesson due to their study hall time in which they receive additional help. Therefore, depending on their level of understanding of the material prior to class, they sometimes have a leg up on
their peers. In addition, all of these students (with the exception of the ELL student) fall into the predominantly Caucasian demographic of the school, which will allow them – like their peers – to relate to the teenage character of Huck as they read the novel and discover many of moral questions alongside the protagonist as he asks them himself. All of these learners present different special academic and social needs that are embraced and supported by their classmates. Almost all students willingly participate with anyone that they are grouped with regardless of ability level or social context outside of the classroom, which enables the class as a whole to be social and interactive. While some of the students with special needs may take longer than their peers to accomplish various tasks, they are not afraid to voice their needs and are also willing to take extra time (both in and out of class) to ensure that they understand the material. ]

3. Supporting Students’ English Language Arts Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, use principles from research and/or theory to support your justifications.

a. Justify how your understanding of your students’ prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning, their assets, and research/theory.

In response to students need for active learning techniques and predisposition to socialization, each of the lessons within the learning segment involves some aspect of dialogic pedagogy. In lesson 1, students will work collaboratively to construct meaning from the historical context of the novel and apply it to their introductory reading and listening. Students will then discuss their initial reactions to the text with one another in small groups. During lesson 2, students will once again engage in small group discussions as they re-read and summarize parts of the text to. This kind of active learning with peer groups will facilitate collaboration skills and academic support skills amongst various levels of reading comprehension and abilities. The final day of the lesson will feature class discussion in which students will engage in writing, speaking, and listening skills as they brainstorm and put their thoughts on paper and then have the opportunity to share their opinions and hear from their peers about a range of topics regarding the central text.

All of these methods of dialogic pedagogy align with the CCSS since students and teacher read the text, talk about the text, listen to other’s thoughts and opinions about the text, and then write or critically debate about the text. Through these practices, all aspects of the CCSS – reading, writing, listening, and speaking – are addressed. Talking to learn allows students to respond to the text and each other in a way that is representative of not only their own thoughts and ideas but also representative of their class as a whole. In alignment with the educational theories of Lev Vygotsky and Mikhail Bakhtin, language [i]s a world view, even as a concrete opinion, insuring a maximum of mutual understanding in all spheres of ideological life (Bahktin 271). Language also, in Vygotsky’s theories, bridges the gap between individualistic subjectivism and abstract objectivism (Emerson 252). These two theories support dialogic pedagogy as a means for students to learn how to answer questions thoughtfully, develop their own authentic questions to derive meaning from a text, practice uptake that allows for productive conversation, and conduct inclusive discussions that allow for interpersonal dialogue to take place from everyone’s point of view.

Students will also participate in a variety of before-, during- and after-reading activities (Beers) that will support students’ comprehension processes as they interact with the various texts. These activities help make the invisible process of comprehension visible to students so that they understand the skills associated with reading, not just someone’s summary of what they read. In all of the lessons, students will participate in defining and properly using essential vocabulary words that have been identified within the text. This
serves as a before-reading activity that students have practiced in previous units. Students are also allowed to use their phones and other technology to define the vocabulary words, which incorporates students’ interest in technology for educational purposes. During the first lesson of the learning segment, students will present their research on aspects of historical context that is directly connected to the novel. This will frontload students with information pertinent to understanding various complexities within the central text. The “Somebody Wanted But So” summarizing activity in lesson 2 supports students ability to construct meaning from the text after reading it to ensure that everyone in the class comprehends what they have read. Lesson 3 provides students with yet another opportunity for analysis by applying their knowledge of literary elements such as conflict, character, setting, and theme to interpret and respond to the central text during discussion. All of these activities were chosen based on how they support student learning of not only the content, but the skills involved in comprehending the content so that they can progress from dependent to independent readers.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

All of the lessons include either individual or partner work prior to large group or whole class discussion in order to meet the learning objective of students actively participating in conversations about the text being studied. This lesson design allows students to organize their thoughts either individually, with a partner, or in a small group so that they can formulate opinions and think about responses in a manner that does not put students on the spot. In this way, students have time to rehearse their responses so that they feel more prepared and confident when they enter into large group or whole class discussion so that they can participate successfully. Student rehearsal of responses to questions and prompts is appropriate for the whole class because it engages students in the process of analysis and constructing meaning in a low-stakes setting. This type of dialogic processing and rehearsal is essential to meeting the needs of various students with IEPs, 504s, and other learning needs because it lowers students affective filter and allows them to have more cognitive ability to process the information they have been asked in order to synthesize a response rather than fear, anxiety, or lack of understanding inhibiting their ability to participate in discussions with confidence in their own voice. This practice can be especially helpful to ESL students who need to process both the linguistic information from the L2 and the content. Having various opportunities to rehearse a response builds more confidence in ELLs in both their understanding of the content and use of their L2 so that they can participate without as many linguistic and social barriers.

The before-, during-, and after-reading activities that are used during the lesson (such as the vocabulary definitions, historical context jigsaw, “Somebody Wanted But So,” and quick write) help students comprehend the novel so that they can come prepared to discussion with an understanding of what they read so that they can achieve higher order thinking skills such as analysis and interpretation of the text. Each of the activities mentioned previously were planned to help students comprehend the texts so that they can analyze the texts and formulate opinions. These comprehension activities are essential to students’ ability to construct meaning that they can use in the discussions because unless they can understand the material, they will not be able to analyze the novel and form an opinion. The before-, during-, and after-reading activities are useful to the whole class because they help students stay engaged with the task that they are assigned to complete throughout each of
the lessons. These strategies are also specifically targeted at dependent readers (the majority of whom are students with IEPs, 504 plans, ELLs, and struggling readers). Along with aspects of dialogic pedagogy, these comprehension supports allow students with specific learning needs as well as struggling readers to have access to the material so that they are more inclined to read and successfully participate with their peers.

c. Describe common student errors or misunderstandings within your central focus and how you will address them.

One aspect of the learning segment that students may struggle with is their first encounter with Mark Twain’s use of Southern dialect in the novel as an aspect of realism. This may be challenging to students because it is something that students might not be accustomed to hearing, let alone reading, which may result in students’ inability to fully comprehend the material. During the first lesson of the learning segment, students will be instructed to listen and follow along with the audio recording of the first chapter. After every paragraph or so, the teacher will pause the recording and ask students to talk with a partner about what just happened, what they understand/don’t understand, what they like/dislike, etc. If students are sharing that they are confused or do not understand what is going on, further explanation and pre-reading strategies may need to be implemented to prepare students to encounter more of the dialect throughout the novel. I will attempt to address this possible comprehension error in a proactive, rather than reactive, manner on the first day of the learning segment when students listen to a recording of the first chapter and are able to hear what the Southern dialect in the text sounds like. This way, when students are on their own they will be able to think back to when they heard certain words in association with various spellings and be able to make out what the dialogue is saying.

Another possible error that students might make is their application of various elements of literature (such as setting, character, conflict, etc.) to the text itself. This may be especially true seeing as though this instruction has been semester-long thus far, so students may have to think back a month or so to retrieve specific information about a literary element. This error should be evident in students’ final bookmark assessment featured in the learning segment in which they will have to list and apply the literary elements to their reading of Huckleberry Finn so far. The historical context jigsaw that students will complete on the first day of the learning segment should tie in to what they have learned previously about setting and how a text is effected by where it is set. In addition, students will have learned about conflict in the few days prior to the learning segment, so it should be relatively fresh in their minds and notes. The element of character is addressed within the learning segment and will be directly applicable to the bookmark assessment. If students do not demonstrate proficient understanding with these tasks, further instruction will need to be developed to ensure the material is addressed and understood by all students.

4. Supporting English Language Arts Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. Language Function. Using information about your students’ language assets and needs, identify one language function essential for students within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Argue</th>
<th>Describe</th>
<th>Evaluate</th>
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</thead>
<tbody>
<tr>
<td>Explain</td>
<td>Interpret</td>
<td>Justify</td>
<td>Synthesize</td>
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</tbody>
</table>

[The language function essential for student learning within my central focus is “analyze.”]
b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[The key learning task that gives students the opportunity to practice using the language function is the bookmark assessment following the full class discussion. This task occurs on the final day of the learning segment in Lesson 3.]

c. Additional Language Demands. Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary
- **Plus** at least one of the following:
  - Syntax
  - Discourse

[Students will already have access to the definitions of some of the more challenging vocabulary that they will encounter in the first few chapters of the novel. However, this vocabulary had been identified by the instructor and may not be suitable for all students. Many students may struggle with additional words that the teacher did not choose to highlight as vocabulary. Some of these words may seem outdated or strange (i.e. skiff, palaver, and abolitionist) due to their regional origins and/or existence within the time period.

The syntax and discourse used in the narration and dialogue of *Huckleberry Finn* is connected to Twain’s authorial construction of realism and tie to regionalism, which students will know based on the historical context information that they have been presented with. Unlike the vocabulary-heavy Rationalism documents that students have been working with, this text presents challenges not because of the vocabulary, but because of the way words are spelled in order to produce a certain sound or dialect when they are read. Being in Wyoming, many students may be unaccustomed to Southern accents and may struggle to decode the writing in relation to what sounds the words are trying to make. On addition to not reading a text with a specific discourse, students have yet to read a novel over a sustained period of time in this class this semester. Therefore, chunking assignments and staying up to date with the readings will present new challenges to students.]

d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (language function, vocabulary, discourse, or syntax).

[On all days featured in the learning segment, students will complete an activity related to vocabulary taken directly from the central text. This includes both defining the words and using them within a sentence to demonstrate understanding of the words’ use. These vocabulary exercises will serve as a before-reading activity so that students know some of the challenging vocabulary within the text so that they are prepared for the upcoming reading assignments and can focus on decoding the challenging dialect and strive for comprehension. If students can comprehend the text, they will be more able to analyze the various components of the novel.

Students will engage in listening to an audio recording of the text on the first day of reading on day one of the learning segment so that they can hear and make sense of the dialect used within the novel. During lesson 2, students will work together to summarize the text using the “Somebody Wanted But So” strategy to ensure that they are able to decode and comprehend the text’s challenging discourse. Both of these supports aim to help students comprehend the text by making meaning of the words written in Twain’s depiction.
of a Southern dialect. By hearing and discussing the text, students can check to see if they are understanding what the narration is saying so that they can go on to analyze other components of the text.

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments, including a written product, will provide direct evidence of students’ abilities to construct meaning from, interpret, OR respond to a complex text throughout the learning segment.

The connect-extend-challenge reading comprehension activity that students will complete after lesson 1 is an informal assessment that will allow the teacher to assess whether or not students are able to construct meaning from the text based on the historical context information that they learned that day. This information will then allow students to analyze the text through a certain historical lens, which is why it is important to ensure that students are able to make connections between what they are reading and what they have learned in class. This informal assessment will provide evidence that students are able to make said connections if their responses are coherent, clearly connected to a reading of the text, and cite information that was discussed in class.

Similarly, the bookmark assessment for lesson 3 of the learning segment will ask students to connect information from class to their analysis of the novel. However, this assessment will act as a more formal assessment that students will receive points in the gradebook and feedback for. This assessment will ask students to identify elements of literature that they have learned in class, define those elements within the context of the novel, and analyze how/why those literary elements effect our reading of the novel. The definition aspects of the bookmark will show if students can demonstrate a basic understanding of what the literary elements that have been taught in class are. This assessment will then provide students with the opportunity to apply higher order thinking skills and prior knowledge of the novel’s context. Students’ analysis should demonstrate that they are able to construct complete and coherent responses to the text.

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

The connect-extend-challenge assessment on day one of the learning segment will be taken home and completed by students as they begin reading the novel. This assessment is adaptable for various student needs because students can spend as much time as they need on it, the questions will be read aloud and explained in class to clarify any confusion prior to students being on their own, and it serves as a during-reading activity to help students construct meaning from the text as they read. There are also only three components that students will need to focus on so the assessment should feel like the low-stakes, reader response type of activity that it is designed as to maintain a low affective filter and increase comprehensibility of the text. Students should be able to demonstrate both their comprehension of the text and their connections between class discussion and the text by completing the free-write responses that the prompts on the assessment ask for.

The fist-to-5 assessment used in lesson 2 is an informal assessment that will allow students to self-assess whether or not they understand the material being presented during the character presentation. This formative assessment allows the teacher to see step by step how the students are progressing through the learning process and provides a means
of addressing confusion or misunderstanding in a timely manner so that students can effectively learn the material correctly the first time. This kind of assessment is also an effective way to gauge how struggling learners, students on IEPs and 504s, and ELLs are learning by providing various checkpoints for students to advocate for their learning in a low-stakes setting.

The formal bookmark assessment that is featured in lesson 3 will ask students to synthesize most of the knowledge of what they have accomplished in class and apply it to their reading and analysis of the novel. This assessment scaffolds student responses so that they first have to identify the various literary elements using both what they know and the notes that they have from class, and then move on to employ more higher order thinking skills as they analyze the text to formulate responses as to why those literary elements are important to the novel. This brief assessment is used both as a means of gauging students’ learning as well as a during-reading activity that can guide students’ comprehension. Struggling readers, students with 504 plans, ESL students, and students with IEPs all have access to this assessment because not only does it scaffold their responses, but it also does not look like a formal assessment that asks students to merely respond to a text in essay format. Similar to the other assessments, the bookmark will allow the teacher to see whether or not students are able to recall and apply knowledge in order to construct meaning from and analyze the text.
Task 2: Instruction
Task 2: Part A
Video Recordings of Classroom Instruction
(Videos not included)
Task 2: Part B
Instruction Commentary
 TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (no more than 6 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert no more than 2 additional pages of supporting documentation at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

[The lesson shown in Clip 1 is Lesson 2, and the lesson shown in Clip 2 is Lesson 3 of the learning segment featured in Task 1.]

2. Promoting a Positive Learning Environment

Refer to scenes in the video clips where you provided a positive learning environment.

a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

[Throughout video 1, I asked students to discuss the materials being presented and share out any examples that they came up with. This demonstrates how students' opinions and ideas are valued in the classroom as an essential part of the learning process. In addition, at 2:04 I stated "Excuse me," when the level of side conversation inhibited my ability (and therefore the ability of the class) to hear a student's response to the question that had been asked. By redirecting the class in a positive manner, I reinforced that I expect them to respect one another during class discussion, which promotes a safe classroom community essential to the use of dialogic pedagogy.

I also addressed students by name when they volunteer to share out, which demonstrates a positive rapport with students because they know I know their name and recognize them as individuals, not just “you in the corner.” At 1:20-1:48, a student shared an example of a character that she identified with in the context of the lesson. While I did not understand the example at first, her classmates jumped in and helped to explain what she was referring to and then we all laughed once I showed understanding and she reiterated her "being a mermaid." This shows that there is a positive rapport between students and the teacher because they are willing to share connections that they made between the lesson and themselves and in addition, clarify any misunderstandings in a respectful manner.

At 0:26, 0:41, and 0:53 in the first lesson, I demonstrated a responsiveness to students’ needs by moving around the room and addressing various groups of students who I know from previous interactions need additional support and prompting to be included in the conversation. All of the groups addressed contain at least one student classified as a struggling reader, and the second person addressed at 0:41 has an IEP for a learning disability, so by checking in with him personally instead of asking him to share out, I can ensure that he is engaged with and understanding the material.

In order to challenge students to engage with the materials being presented throughout the first lesson I asked students to either turn and talk with one another or think of examples of the character type that we were learning about at that time (at 0:16, 3:28, 5:40, and 8:19). This challenges students to stay engaged in the material because it allows them the opportunity to contribute and justify their own examples which will then also make the lesson more meaningful and culturally relevant.]

3. Engaging Students in Learning

Refer to examples from the video clips in your responses to the prompts.
a. Explain how your instruction engaged students in constructing meaning from, interpreting, or responding to a complex text.

[In the second discussion video at 0:48, students began summarizing the text when asked about whether or not Tom is a good influence on Huck. This demonstrates that students were beginning to construct meaning from the text because they were using their knowledge of the text to define characters as "good" or "bad."

At 1:41, students continued to talk about the same question, but started to grapple about the complexities of the characters. Instead of merely summarizing the text in order to answer the question posed by the teacher, students recognized that there wasn’t a single interpretation of the situations and characters that they have read about so far. At 3:09, one student talked about how she thought Huck was "misguided" due to a lack of positive influences in his life – more specifically, female influences. This demonstrates how students were in the beginning stages of interpreting the text within the context of various societal expectations and themes. Later, at 4:35, students interpreted the text by analyzing characters using the lesson from the previous day, as can be seen in the first video about the various types of characters readers can encounter in a novel. After constructing meaning and responding to the text, students came to the conclusion that Tom and Huck are foils for one another which illustrates how students were able to apply knowledge to interpret a complex text.

At 4:00 and 4:27, two students responded to the text when asked, who is smarter, Huck or Tom? Students initially responded with seeming knee-jerk reactions to the questions and then went on to support their responses with textual support while simultaneously addressing the ongoing question about whether or not street-smarts or book-smarts are more valuable. ]

b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

[In the video clip for lesson #2 of the learning segment at 3:26, one student used Animal Farm by George Orwell as an example of a text that contained dynamic characters. I know that my students read this text last year as 9th graders, so their understanding of characters was clearly demonstrated by the connection they made to previous learning. At 4:00 in the second clip of the discussion on day 3, the students responded to whether they thought book smarts or street smarts are more important. This connects to prior learning that occurred in a discussion over an anticipation guide used the previous week. In this lesson, students had to answer the same question and then move to one side of the room or another according to their answer. Now, the anticipation guide answers are grounded in Huckleberry Finn and students can answer using Huck and Tom as examples. Then, at 4:35, I asked students what we call two characters who oppose one another. Suddenly many of them perked up and showed that they were trying to make a connection between the previous day's lesson and the discussion. Then, when they answered, "foils," they demonstrated that they had successfully made the connection.

From 0:11-2:22 in the first video clip, students made connections between their personal lives and the lesson when asked if they had ever related to a character in a book, movie, or TV show and why. After discussing with one another, many brought up characters that they related to and demonstrated how they brought personal assets to the lesson that day because the question showed how they were able to apply their personal interests to the topic being discussed. At 6:09 in the same video, one student stated that he was a "static" character because he related himself to grumpy. While this, in my opinion, is not wholly true, the student was able to see himself within the context of the lesson, and as a student with an IEP for a learning disability, being able to make a connection between the material and his personality showed that he was engaged in the topic and willing to apply it.

At 3:38 in the first video, a student made a connection between the lesson and the TV show "Breaking Bad." This demonstrates a connection between the materials being presented and the students' culture. For a group of young people who have grown up in a
culture of mass media and instant streaming such as Netflix, I’m not surprised that they were able to make a connection to a show that many of them have seen and can relate to in the context of the lesson.

At 6:39 in the first video clip, I chose to share the example of watching a man from a bus picking up a piece of trash to exemplify flat characters. I decided to use this example due to the fact that within the sophomore class demographic, most students are either still riding the school bus or have just begun to drive themselves, so the memory of riding a bus is still recent. There are also bus systems throughout Laramie that students may have seen or taken, which is why I attempted to make a connection between the community (both of the class and the Laramie community in which we live) and the lesson. At 3:55 in the second video, I posed the question, “what’s more important, book smarts or street smarts?” As a community of learners who I have asked several times to tell me why there are here in class instead of somewhere else in order to foster personal advocacy and value for education, students were once again faced with how they define education and being “smart,” which is especially valuable to some of my struggling readers and students on IEPs, for whom school does not come easy. For them to come to the conclusion that Huck can also be “smart” and then be able to relate is a powerful thing to share with other students reading the novel.

4. Deepening Student Learning during Instruction

Refer to examples from the clips in your explanations.

a. Explain how you elicited and built on student responses to promote thinking and develop students’ abilities to construct meaning from, interpret, OR respond to a complex text.

[ At 0:32, after asking students if they thought the character of Tom was good or not, they responded no and I continued to ask them why. This turned a close-ended question into an authentic response that requires more than a one word answer, which deepens students’ understanding of the text because they have to think about why they said what they did. Then, after some explanations, I challenged students about what the characters did in their gang at 0:43 – which had been the reason most students said that Tom was a bad influence. I continued to question the students about the gang’s actions at 2:00 and 2:50 and asked students to always explain why. This allowed students to participate in discussion with both initial responses and examples that they could then reformulate when challenged by the teacher. At 4:48, after several students had agreed that Huck was the smarter character when compared to Tom, I brought up the fact that Tom reads lots of books, suggesting that he is, in fact, more educated than Huck. I challenged another student’s response to the text by saying that just because you like something doesn’t mean that you’re smart. Both of these clips demonstrate how I used questioning to both elicit student responses and then challenged students to interpret the text and explicitly support their response with instances from the novel. At 1:48 in this video, I also used uptake to clarify a student’s response to continue to build off of her comment and simplify the statement to ensure that the whole class understood what was said before moving on.]

b. Explain how you supported students in using textual references (or, if a film, visual references or dialogue) to check or justify their constructions of meaning from, interpretations of, or responses to complex text.

[ At 1:25 in the second video, after asking students to describe why Tom was going to kick Huck out of the game, a student went searching for the part in the book that we were discussing. When we first began the unit and started doing in-depth discussions about the text, I constantly drilled students to “find it” and state the page number so that they got in the practice of citing textual references. Throughout the rest of the discussion, while students were not going into their books to cite the evidence, they demonstrated knowledge of what happened and comprehension of the reading when I asked “why?” following their responses to more close-ended questions. For example, at 4:42, one student supported her claim that }
Huck is smart by recalling the fact that he faked his own death to run away and not be looked for. Several students shook their heads in agreement as they recalled the event within the novel as well. This situation occurred in response to a student’s comment about Huck’s ability to survive and learn in the wilderness at 4:00, which demonstrates how the classroom expectation has been set that students must read and comprehend the text prior to class so that they can reference the text to support their opinions throughout discussion. Throughout the video, even though I challenged students to develop responses that may be against their initial reaction, I sat with the students and participated in discussion by acknowledging that I understood what part of the text they were referencing and therefore, could support the whole class in discussion.

5. Analyzing Teaching

Refer to examples from the clips in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (such as students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

In the second video showing the discussion of Huckleberry Finn, at 0:10, I called on my ESL student because I saw her respond to the question I had asked by shaking her head. While I then allowed 15 seconds of wait time before asking if anyone else would like to respond, calling on her without providing any additional platform for her to organize her thoughts prior to responding was not conducive to her producing a meaningful response. I did the same thing to a student on an IEP for a learning disability at 2:51 and did not get a response even though he was shaking his head, which tells me that while he was able to respond to the question, I did not provide the scaffolding nor the processing time necessary for him to provide a more developed oral response. In order to address this lack of scaffolding in their responses, I would modify the discussion structure using either the whiteboard or a PowerPoint presentation so that the question being asked was visible and could be referred to by all students. This would allow students not only hear the question, but also read the question to clarify any misunderstandings that might have occurred when just receiving the information aurally. In addition, I would have students write their responses individually and then share with a partner or small group so that students have time to organize their thoughts and form an opinion and then have the option to rehearse their response orally so that they feel more comfortable sharing their response in a whole-class discussion because they have already practiced it twice.

Throughout the second video, I noticed that there were several points at which students were leaning their heads on the desk or fidgeting which might have been due to a lack of interest or ability to say much about the text at such a beginning stage in the reading. This could be due to students not being able to immediately connect the previous days’ lessons with the material being discussed during the class shown in the video. A possible modification I would make to the discussion would be to have students do some kind of warm up at the beginning of class related to what we have been learning throughout the learning segment so that it was fresh in students’ minds and readily available when asked to interpret the text. Students would potentially have more to talk about had they been reminded of the historical context and the character lesson to continue to build on prior knowledge throughout the entire discussion.]
b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

Instead of calling on my ESL student, or any student for that matter, I would organize the discussion in a think-pair-share format so that students have several opportunities to organize their thoughts prior to responding in a whole-class setting. This change in discussion practice would allow students to further analyze the material and be able to respond to the text effectively with not only their opinion, but examples since they would have more time to think about their response rather than feeling the pressure of thinking of and sharing a response on the spot. This modification of the lesson follows Stephen Krashen’s affective filter hypothesis in relation to language learning: when the affective filter is heightened, students’ levels of anxiety increase while motivation decreases and language learning is hindered. When I called on my student without allowing time for her to rehearse a possible response and then sat in silence with the class waiting for a response that wasn’t going to come, I have little doubt that her affective filter was not raised. By providing opportunities for students to analyze the text individually and then in a large group, students not only feel more comfortable sharing their thoughts after having practiced them, but they also generally provide more organized, developed analyses of the text.

An additional change that I would make to my teaching practice is having students do a quick warm up – such as a think-pair-share with a partner about what we have been learning the past few days, an overview of their notes, or a quick write about something from the previous lessons that they saw within the text as they read for homework – to bring prior learning to the forefront so that students were able to make connections between what they knew and what they were learning to support participation in discussion and comprehension. Myhill and Brackley (2004) discuss making connections between prior learning and new learning by focusing on the “principled understanding’, which builds upon prior knowledge in order to help pupils understand underlying principles and generalizations rather than merely grasping superficial understandings of specific experiences” (p. 266). Activating students’ prior knowledge also aligns with Myhill and Brackley’s discussion of the Vygotskian zone of proximal development in which re-establishing what students already know allows them to move forward throughout classroom discussion in a scaffolded format.]
Task 3: Assessment
Task 3: Part A

Student Work Samples
What do we know about the setting of *Huckleberry Finn*?

**Time:** 1830-1840

**Place:** Mississippi River

**Mood:** Old timey

How does this setting effect our understanding of the novel?

It lets us know how much different people and their views are.

What P.O.V. is the story told in and how does it effect the reader’s understanding of the novel?

This is from Huck’s point of view. The reader sees how life was for slaves and how people thought of them.

What characteristics of realism have we seen in *Huckleberry Finn* so far? (include page numbers)

- In chapter 19 pg 215
  - When Huck realizes that the men are not kings or dukes and decides not to tell Jim

What is the difference between superstition and religion in *Huckleberry Finn*? (include textual evidence to support your answer)

- Huck follows superstition but not religion. At the beginning of the book he does not believe in God because he is dead, but he sees the Spider get burnt and he thinks it’s bad luck.

Write down all of the information that you know about the following characters, including what character type you think they are (i.e. flat, round, dynamic, static, etc.)

**Huck Finn**
- Mother’s dead, father beats him,
- Father home doesn’t like school,
- Wants to be independent, live in the woods.

**Jim**
- Slave, works for the home, uneducated, wants to be free, get his wife and children back.

Complete two “Somebody Wanted But So” statements for chapters 8-10.

- I don’t know how to do this.

*You will receive credit for this assignment. Be sure you have answered each part before turning it in.*
What do we know about the setting of Huck Finn?

Time: 1830 - 1840's
Place: Mississippi River
Mood: Tempered angry, blind, greedy, lazy.

How does this setting affect our understanding of the novel?
We know slaves are still around, and are treated with disrespect. Men are drunk, lynchings are happening, and cavorting.

What P.O.V. is the story told in and how does it affect the reader's understanding of the novel?
The story is told by Huckleberry Finn. This lets us see his feelings towards things, and the actions or reactions towards them.

Write down all of the information that you know about the following characters, including what character type you think they are (i.e. flat, round, dynamic, static, etc.)

Huck Finn
- Dynamic Character
- Witty, survivalist, smart
- Mischief, greedy, realist

Jim
- Stock Round Character
- Slave, caring, generous
- Complex, scared, sullen, wise

What characteristics of realism have we seen in Huckleberry Finn so far? (include page numbers)

Dialogue from chapter 15 shows how smart they are.

Time: 5:00 P.M.
Place: St. Petersburg, Missouri
Mood: Disgusted

What is the difference between superstition and religion in Huckleberry Finn? (include textual evidence to support your answer)

Religion is worship to God and the supernatural, while superstition is fear of the unknown and possible. I'm told that long ago when there was no electricity, men believed in lightning and rain. I'm told that bees must be told or they would not mak

Complete two “Somebody Wanted But So” statements for chapters 23-24.

Somebody Wanted: But So
- Duke
  - Money
  - To find his lost people
- Jim
  - A way to go to school
  - Rich

*You will receive credit for this assignment. Be sure you have answered each part before turning it in.
**What do we know about the setting of *Huck Finn***?

**Time:** 1800's

**Place:** The Mississippi River

**Mood:** Racism and Slavery

**How does this setting effect our understanding of the novel?**

It was written in the 1800's and is confusing in parts.

**What P.O.V. is the story told in and how does it effect the reader's understanding of the novel?**

In first person and it effects the reader and understanding cause its confusing at times.

**Write down all of the information that you know about the following characters, including what character type you think they are (i.e. flat, round, dynamic, static, etc.)**

**Huck Finn**
- Third oldest boy
- Was a slave
- Ran away from owner
- Friends with Jim
- Static

**Jim**
- Friends with Huck
- Watson's Slave
- Intelligent
- Dynamic

---

**What characteristics of realism have we seen in *Huckleberry Finn* so far? (include page numbers)**

Mark Twain criticizes his society by making use of satire presenting problems in a humorous way.

excellent! Nice answer.

**What is the difference between superstition and religion in *Huckleberry Finn*? (include textual evidence to support your answer)**

"Miss Watson took me into her closet and prayed to God to pray every day and I would get what I wanted so I tried it."

By 70 bottom of 1st paragraph

---

**Complete two "Somebody Wanted But So" statements for chapters 8-10.**

23-24

The language was bad and Huck was ashamed of the human race in Wilks' hometown.

---

*You will receive credit for this assignment. Be sure you have answered each part before turning it in.*
Task 3: Part B
Evidence of Feedback
**Student #1 – 6/10**

Setting – How were their views different?

P.O.V. – You bring up a nice connection between the setting and the point of view and how they influence the reader. Are you starting to see how all of the literary elements are connected?

Characters – What type of character is Huck/Jim? Why? *Hint, think back to your notes about the different types of characters.

Realism – Good quote, but how does this moment in the novel specifically demonstrate realism?

Superstition vs. Religion – Nice textual references. What is the difference between religion and superstition?

SWBS – Fill in each of the spaces in the chart below. Use my example as a guide.

<table>
<thead>
<tr>
<th>Somebody</th>
<th>Wanted</th>
<th>But</th>
<th>So</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom Sawyer’s Gang</td>
<td>To steal and kill people and planned to rob a bunch of “Arabs and elephants”</td>
<td>The “Arabs and elephants” were just a group of Sunday school kids</td>
<td>They gave everything they “stole” back.</td>
</tr>
</tbody>
</table>

**Student #2 – 10/10**

Setting – Excellent adjectives to describe the mood! They also support your explanation of how the setting effects the reader’s understanding of the novel’s scenes.

P.O.V. – Huck’s point of view is first person P.O.V.

Characters – How is Huck “kinda” smart? You are noticing profound things about each of these characters, including their character types.

Realism – Nice connection between the dialects of the characters in relation to their social status.

Superstition vs. Religion – Interesting analysis of religion and superstition. Do you think that that the religious/superstitious actions we see in this novel are different from previous units (Puritanism/Enlightenment)?

SWBS – Now that you’ve got the formatting down, see if you can just string all of the parts together in a single sentence.
**Student #3 – 7/10**

Setting – Written in 1885, takes place in 1830-40; what parts are confusing to you?

P.O.V. – You are correct that the novel is from Huck’s point of view. How does this make the text confusing?

Characters – Do you know more about Huck now that would change/add to the information that you have here?

Realism – Nice connection to satire. Can you think of any specific examples in the text? *Hint: think back to the first day when we read in class; what is at the very beginning of the novel?*

Superstition vs. Religion – How does this quote show the difference between superstition and religion?

SWBS – I’m not sure what part you’re summarizing here. Try this format next time, and use my example as a guide.

<table>
<thead>
<tr>
<th><strong>Somebody</strong></th>
<th><strong>Wanted</strong></th>
<th><strong>But</strong></th>
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</tr>
</tbody>
</table>
Task 3: Part C
Assessment Commentary
1. Analyzing Student Learning

   a. Identify the specific learning objectives measured by the assessment you chose for analysis.

   [The central focus of this learning segment is analyzing The Adventures of Huckleberry Finn by applying knowledge of the novel’s historical context. This objective is measured by the first four questions of the assessment bookmark that ask students to define the setting of the novel and then interpret how the setting effects the reader’s understanding of the text. Students will also understand the various aspects of character as a literary element. This objective is measured by the questions about Huck and Jim’s as prominent characters in the novel. Students will receive credit if they both state various characteristics of the characters (i.e. 13-year-old boy, Miss Watson’s slave) and state the character type (i.e. flat, round, dynamic, static). The CCSS ELA-LITERACY.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 — will also be addressed in the bookmark. This standard is assessed on the back of the bookmark when students are asked to include page numbers as evidence that supports their response to the text. Students will receive full credit if they cite a specific instance or page number in addition to their personal response.]
b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

![Whole-class Assessment Data](image)

Data from the assessment shows that students understand how to construct meaning from the text in relation to the novel’s setting and characters therein. In addition, several students were also able to interpret how the setting effects the reader’s understanding of the events within the novel. They also demonstrated understanding of the different character types when asked about Huck and Jim in response to the previous day’s lesson. The mean for the first three questions that address time, place, and mood (comprehension questions) was 17 answers correct. The number is the same for the questions about the characters of Huck and Jim with 17 correct. The data for the question, “how does the setting effect the reader’s understanding of the novel?” was slightly lower with 13 correct responses.

Student #1 answered the questions about the time, place, and mood of the novel correctly, and also showed understanding of the various characteristics of Huck and Jim. However, they received partial credit because there was no mention of what character types they thought Huck and Jim are, which shows how this student was able to comprehend the text, but failed to show their analysis of the characters in connection to the previous day’s lesson materials. Student #2 answered all of the setting questions correctly and used further
detail about the historical context to support his answers and construct meaning. Unlike student #1, this student included information about the characters while also stating what character type they are. Student #3 received full credit for the first three questions about time, place, and mood, but did not respond correctly about how the previous answers effect the reader’s understanding of the novel. Like the other sample students, this student provided characteristics of the two characters, but failed to demonstrate comprehension by stating that Huck was a slave. In addition, this student provided that they thought Huck was a static character and Jim was a dynamic character. The student did not receive credit for this, and I would like to do some additional questioning to find out if the student could justify their response to the text or if they were just applying what they had in their notes to the assessment to receive credit. These three sample students align with the whole-class data for the questions about character and setting – literary elements that have been taught and applied throughout the semester.

Two areas that students struggled with on the assessment were the questions about realism within the novel and creating “Somebody Wanted But So” (SWBS) statements to demonstrate comprehension of the text. The first question asks students to construct meaning from the text in response to the historical context that is the focus of the unit – moving chronologically from romanticism to realism). The second question in analysis is the reading comprehension strategy that many students failed to do correctly. The whole-class data shows that for these two questions, 9 out of 25 students answered incorrectly, which is the highest number of incorrect answers of all the questions on the assessment. For the realism question, only 8 responses were counted as correct, and only 10 were correct for the SWBS statements. In addition, 8 students did not respond for the realism question and 6 did not respond to the SWBS, which may indicate that students do not understand how to answer or do not understand what the question is asking them to do.

Student #1 read ahead and chose to discuss how Huck realized that the king and the Duke in Huckleberry Finn were not really a king and a duke. This was counted as incorrect because the student did not provide any additional analysis to support their answer. In addition, this student did not complete the SWBS portion of the assessment. Student #2 talked about the dialogue in the novel and used a quote from Jim to exemplify how the dialects within the text emphasize the setting and add to the realism of the text. This students also fully completed the SWBS portion of the assessment, but has also read ahead so their summaries are relevant to later on in the text. Student #3 discussed satire within the novel and stated that this was a means of critiquing society – an important aspect of realist writers. However, this student failed to include a quote to support his response. This student attempted to string together the SWBS statement in a full sentence, which is what the grid setup is meant to model, but failed to accomplish each piece of the comprehension exercise. The evidence gathered from the whole class and demonstrated in these student work samples shows that additional instruction is needed in order to clarify realism as it is related to the historical context of the novel, and construct SWBS statements that allow students to demonstrate their comprehension of the text.]

d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[Not applicable.]

2. **Feedback to Guide Further Learning**

Refer to specific evidence of submitted feedback to support your explanations.
Wood 50

a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. **(Delete choices that do not apply.)**

- Written directly on work samples or in separate documents that were provided to the focus students

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

[Not applicable.]

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

Feedback was provided to students in the form of a slip of paper attached to their original bookmark so that I had enough room to provide meaningful feedback that would not have been otherwise available on the bookmark itself. In relation to what student #1 did well, the following feedback was recorded on the bookmark assessment:

- **Point of view** - You bring up a nice connection between the setting and the point of view and how they influence the reader. Are you starting to see how all of the literary elements are connected?; **Realism** - Good quote, but how does this quote demonstrate realism?; **Superstition vs. Religion** - Nice textual references. What is the difference between following religion and superstition? These questions address the learning segment objectives of applying knowledge of the novel’s historical context and citing textual evidence to support claims. This feedback acknowledges that the student did, in fact, meet the objective in one way or another, but the questions are meant to extend student learning. For example, while the student provided quotes they did not include an explanation of their quotes, which will be essential when they get to the final literary analysis paper for the unit. These questions will help scaffold the student into achieving a higher level of analysis. In order to address what the student did poorly, the following feedback was provided: **Characters** - What type of character is Huck/Jim? Why? *Hint, think back to your notes about the different types of characters.; **SWBS** – chart drawn on student’s paper. This feedback mainly addresses the objective of students understanding the various aspects of character types and characterization as a literary element. The question and hint posed to the student will assist in making the connection between prior learning and the assessment and forces the student to look for the answer rather than simply providing the correct response to ensure that the student has accessible notes and can apply them to class tasks. In addition, the SWBS chart that was drawn on the student’s paper acts as a model to scaffold student learning to ensure they have a hard copy of the comprehension activity so that when they are asked to do so again in the future, they have a resource to look to for support.

Student #2 received the following feedback as to what was correct on their assessment:

- **Setting** – Excellent adjectives to describe the mood! They also support your explanation of how the setting effects the reader’s understanding of the novel’s scenes. **Characters** – How is Huck “kinda” smart? You are noticing profound things about each of these characters.; **Realism** – Nice connection between the dialects of the characters in relation to their social status.; **SWBS** – Now that you’ve got the formatting down, see if you can just string all of the parts together in a single sentence. These comments are related to the learning objectives of understanding character as a literary element, applying knowledge of the novel’s historical context, and citing textual evidence to support literary analysis. This feedback praises the student for the connections that they are demonstrating between the text and the learning objectives. In addition, the feedback provides questions that encourage extension of student learning since they have already demonstrated that they are able to complete the questions sufficiently. For example, asking the student to explain how Huck is
"kinda" smart or stringing together the SWBS chart into one sentence that summarizes the text allows this student to continue to master these skills and explore the text further. To address a learning need seen on the assessment, the student received the following feedback: P.O.V. – Huck’s point of view is first person. Instead of asking additional questions to lead the student to the answer somewhere in their notes like I did for student #1, I simply included the correct answer for this student because they have already demonstrated their understanding of the material and provided an overall correct response to the question being asked. Therefore, telling the student is merely meant to clarify what they said in their original response in relation to what was discussed previously in class.

Student #3 received the following feedback for correct items on the assessment:
Realism – Nice connection to satire. Can you think of any examples in the text? Superstition vs. Religion – How does this quote show the difference between superstition and religion?
Setting – Published in 1885, takes place sometime between 1835-45. These comments address the student’s knowledge of the historical context. The purpose of this feedback is to clarify what the student wrote and encourage them to look for evidence of their claim within the novel. Acknowledging that the student provided a correct response encourages them to continue to build upon the knowledge that they already have. Then, student #3 received the following feedback in response to questions where the student demonstrated a need for further clarification and instruction: Characters – Do you know more about Huck now that would change/add to the information that you have here? Superstition vs. Religion – How does this quote show the difference between superstition and religion? SWBS – I’m not sure what part you’re summarizing here. Try this format next time (table drawn on bookmark). These comments apply to the student’s ability to demonstrate the learning objectives of understanding character as a literary element and citing textual evidence to support their claim. This student is currently on an IEP for a learning disability as well as being identified as a struggling reader in terms of comprehension. Again, I asked a lot of questions for feedback to guide the student to construct meaning from the text rather than providing the correct answer, at which point the student is more likely to remember the correct answer because they relearned it rather than just being told it. Similar to student #1, I asked this student how the quote that they chose supported their analysis of the questions, which will be an essential aspect of the final literary analysis paper. Finally, while the student attempted to do the SWBS, the feedback provided allows the student to utilize a template that will be useful throughout the unit because of the scaffolding approach that supports this student’s – and other struggling readers – comprehension of the text.

c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

Student #1 will be able to apply the SWBS chart to their reading of Huckleberry Finn currently in order to promote comprehension. Later in the unit, student #1 will also have to introduce quotes and explain them in order to justify the claim in their literary analysis paper, which was mentioned as part of her feedback for this assessment. To support this student in applying feedback, I will teach a mini-lesson to the whole class to review the structure and purpose of the SWBS statement prior to the next homework that requires students to complete the task to ensure students understand how to use the comprehension strategy. During the essay writing portion of this unit, I will provide graphic organizers that will help students outline their papers including textual evidence and explanations that will scaffold student learning and allow them to continue to apply the literary analysis skills that they are learning now.

Student #2 can apply the feedback on this assessment immediately in class discussions as they continue to use higher order thinking skills to analyze the text and go on
to explain their claims further. This same type of analysis will then be applicable to the student’s paper as they have yet another opportunity to explore various facets of the text. In order to support this student and extend their learning, I will provide a variety of platforms for them to state their claims and use textual evidence to support them – such as class discussions, quick writes, and other informal assessments prior to the literary analysis paper. In addition, I will continue to ask questions of this student to encourage them to think critically about the text in ways that they may not have considered in order to foster an appreciation for diverse perspectives in comparison with their own profound analysis.

Student #3, similar to student #1, will be able to apply their feedback immediately by redoing the SWBS format in order to promote comprehension, which could be especially useful for this student to keep track of what they are reading considering they are a struggling reader. In addition, student #3 will also have the opportunity to introduce quotes and explain them in order to justify the claim in their literary analysis paper, which was mentioned as part of her feedback for this assessment. To support student #3, I will check in with them sometimes separately to see what was confusing to them as they mentioned several times on their assessment. After talking with the student I could either implement new instructional strategies to ensure the student is receiving the comprehension and analysis tools they need to be successful, or modify current instruction to meet their needs in a more specified way. As was mentioned previously, I would also give this student additional support with their essay by utilizing graphic organizers to scaffold their use of textual evidence in their literary analysis.

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students’ language use from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clips from Instruction Task 2 and provide time-stamp references for language use.

2. Submit an additional video file named “Language Use” of no more than 5 minutes in length and cite language use (this can be footage of one or more students’ language use). Submit the clip in Assessment Task 3, Part B.

3. Use the student work samples analyzed in Assessment Task 3 and cite language use.

a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
   
   - selected language function,
   - vocabulary, **AND**
   - discourse or syntax

   to develop content understandings.

   [The selected language function for the learning segment is “analyze.” In this assessment, students were asked to analyze how the setting and the point of view influence the reader’s understanding of the events in the novel. 13 out of 18 students who answered these questions about analysis of the text answered correctly. In comparison with the rest of the class, sample student #2 stated, “[the setting] lets us know how much different people and their views are.” Student #3 stated, “[because of the setting], we know slaves are still]
around, and are treated with disrespect. Men are drunk, lynching each other, and causing trouble.” Both of these sample responses support how students were able to not only understand the historical context of the novel, but were able to employ higher order thinking skills to analyze how those elements influence the reading of the text. This aids students in their overall content development because through such analysis, they can better understand that the novel took place at a specific moment in American history, which can then be compared to a modern context.

In addition, an important aspect of this realist work is the element of satire, which students have been taught as a part of the novel’s historical context as a means of criticizing society. When asked about aspects of realism in the novel, 5 of the 8 students that responded with comments about satire: “Mark Twain criticizes his society by use of satire and presenting problems in a human way;” “We have seen satire throughout the whole book;” “Twain uses satire to make characters who are supposed to be smart, like Tom, seem ridiculous.” Responses such as these are evidence that students understand the element of satire within the novel and will allow them to critically analyze the text with an understanding of Twain’s critique of society and the “sivilized” people therein.

The syntax and discourse used in the narration and dialogue of Huckleberry Finn is connected to Twain’s authorial construction of realism and tie to regionalism, which students know based on the historical context information that they have been presented with. The SWBS statements that students were asked to do were meant to aid students in their comprehension of what is going on within the text. While 10 out of 19 students who responded to the question were correct. In addition, the fact that students were able to state specific facts about Huck and Jim (i.e. realist, mischievous, mother is dead, drunk father beats him, doesn’t like school, wants to be free; runaway slave because he doesn’t want to be sold, wants to get his wife and children back) shows that students are able to decode the discourse of the novel in order to construct meaning with specific information. This evidence supports how students are using their understanding of the syntax and discourse to analyze the novel and – despite its challenging nature – are able to decode it to both interpret and analyze the various aspects of the novel.

4. Using Assessment to Inform Instruction
   a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction:
      - For the whole class
      - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[After reviewing the assessment data, the next step for instruction of the whole class will be a review of what realism is and how it applies to the novel, and the structure of the SWBS comprehension strategy since those are the two areas where students struggled most on the assessment. I will address the aspect of realism by creating a table on chart paper that I will fill out with the help of the whole class to create a reference that students can use throughout the remainder of the unit. Then, I will follow the I do–we do–you do model of instruction to review the SWBS format with the chapters that students are reading currently to scaffold learning and increase comprehension so that students are prepared to use the strategy more effectively on their next assignment. I would also like to address how the setting and point of view of the novel influence the reader’s understanding of the novel since those questions were the second most missed or left incomplete. These questions will open the next class discussion as a means of connecting to prior learning about the novel’s historical context and reviewing for those who did not receive credit for the question.]
In response to the demonstrated needs and successes of student #1’s assessment, I would ensure that this student took notes on the SWBS statement review so that they understood how to use the tool in their next reading. In addition, during the final literary analysis assignment I would check this student’s outline carefully prior to allowing them to write to ensure that they have both the quotes and the “why?” statements that provide an explanation for how the quote supports their answer to the question – a need seen in their answers on the assessment. Further instruction for student #2 will include authentic questioning that allows them to analyze the text in a manner that is different and potentially more challenging to extend their learning since this student is high achieving and had clearly demonstrated higher order thinking on their assessment. This may include additional prompting if the student so chooses on their final literary analysis paper that would involve not only presenting a claim, but also adding a concession to a counter-claim to challenge both writing and analysis skills. For student #3, I would ensure that they, too, have the notes for the SWBS so that they can increase comprehension through the successful use of the strategy. In addition, I would also talk to the student or ask them to come in during study hall time to discuss what is confusing and offer any clarification after those needs are communicated. Similar to student #1, I would also scaffold writing for the final essay through the use of an outline to ensure that student #3 has not only quotes, but explanations that support the student’s answers.

In addition, I would continue to provide small, informative assessments such as the bookmark that allow students to think about some discussion topics before they come to class so that they can participate having already written something down the previous night while reading. This will help the student who has an IEP for speech-language development and my ELL student who need the rehearsal time in order to feel comfortable participating in class discussions. The bookmark I received from my student with cancer was mostly incomplete except for basic comprehension questions. For this student I will allow additional time to complete assignments due to the fact that they are frequently absent from class to receive treatment, and allow oral completion of such assignments since their illness makes they dizzy and nauseous when reading and writing. In this class I have a total of 6 identified struggling readers. For this group of students I will continue to provide before-, during-, and after-reading activities that scaffold comprehension of the text while also providing a platform for interpretation and analysis of the novel. These activities will be multi-modal so that I can address a variety of learning styles (i.e. including visuals, facilitating small- and large-group discussions, having students take a specific form of notes while they read to track important concepts in the text, rereading and reformulating the text in modern terms to foster modern day connections, etc.). These strategies support struggling readers in not only comprehending the book, but being able to engage in class discussion in a manner that is scaffolded to foster confidence, interaction with peers, and preparation for the final essay.

b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

One of the next steps for instruction is reviewing the formatting for the SWBS comprehension strategy and discussing the tenants of realism to ensure that students understand how to apply both to the novel. This is in response to the fact that these were the two questions that students performed most poorly on. Reviewing these topics will increase student comprehension and provide another historical context platform from which students will be able to further interpret the text. As Harvey and Goudvis (2007) state in their book Strategies that Work: Teaching comprehension for understanding and engagement, “a clear knowledge of comprehension strategies combined with an awareness of when and how to use them provides readers with an arsenal of tools to ensure that they construct meaning as they read” (p. 26). Reviewing the SWBS comprehension activity so that students obtain a mastery level will add yet another strategy to their “arsenal” so that students are supported
as they read the text at home. This is especially helpful for struggling readers who may not be able to summarize what they are reading without the scaffolding to address the various parts of the text without constant support in place that requires them to always be looking for the next piece of the summary. By understanding what is going on in the text, students will be more likely to engage in analysis of the text, especially with information readily available in the SWBS statement that can then be interpreted for possible links to realism.

Another instructional decision informed by the data gathered in the assessment was the use of authentic questions to offer extension into higher order thinking for students who have already demonstrated comprehension of the text. I chose additional authentic questioning in response to students who exhibited their ability to exceed expectations such as student #2. These students are in need of additional challenges that will provide an opportunity to engage in learning in a manner that fosters further questioning, research, and critical thinking. Harvey and Goudvis also discuss this use of questioning in the classroom, stating, “questions are the masker key to understanding. Questions clarify confusion. Questions stimulate research efforts. Questions propel us forward and take us deeper into reading” (p. 109). Through questioning, high achieving students can explore new interpretations of the text and expand their analysis of the novel. In addition, such questioning can also help inspire struggling readers to search for meaning and gain new perspective on why we are reading the book by bearing witness to the multitude of connections that the text has to literary elements, historical context, and our everyday lives.

Finally, I would continue to provide a variety of formative assessments to gauge student learning throughout the unit in response to the learning needs exhibited in this assessment. By including formative assessments, I will be able to see how students’ learning needs are changing, whether or not they learned the material the after review, and how they are able to meet the learning objectives and standards throughout the unit. Garrison and Ehringhaus (2007) discuss the usefulness of formative assessments as part of the instructional process that, “When incorporated into classroom practice, [provide] the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.” In addition, Garrison and Ehringhaus discuss how formative assessments can be used as “practice” for skills and concepts that students have just been introduced to or are learning so that teachers can determine the next steps for instruction. By continuing to use formative assessments, I will be able to use data to inform instruction about what needs to be taught, what needs to be re-taught, when the class can move forward once students have reached mastery level, and insight into specific accommodations and modifications that I can make to meet all student needs within the classroom. These formative assessments are useful to the students as well since they will have the opportunity to develop analytical and comprehension skills with assessments as before-, during-, and after-reading activities such as the bookmark.]
Task 3: Part D

Assessment Criteria
Evaluation Criteria Checklist – each item is worth 1 point (10 points possible)

Setting

Question 1: 1830s – 1840s

Question 2: St. Petersburg, Missouri; on the Mississippi River

Question 3: Responses may vary. (i.e. racism, southern, tense, scared, adventurous)

Question 4: The setting helps the reader understand the characters’ interactions and the dominant ideologies of the time.

Point of View

Question 5: First person point of view, through the eyes of Huckleberry Finn; the P.O.V. effects the reader’s understanding because you only get to see the events of the novel from one perspective.

Character

Question 6: Response should include what character type they consider each character to be (static, flat, round, dynamic, stock, etc.) to receive full credit. Students may include as much supplemental information about the character as they like.

Question 7: Same as question #6

Realism

Question 8: In order to receive credit, students should provide both an example of realism quote with a page number.

Superstition vs. Religion Discussion Question

Question 9: In order to receive full credit, students should provide both a claim about the difference between superstition and religion as well as a quote with a page number.

SWBS

Question 10: Students should have 4 SWBS statements total.
Works Cited


Appendix

Appendix 0.a – Weekly Bookmark

Week 1 (Learning Segment, days 1-2)

Thursday 3/3: Chapters 1-3 (p. 27-43)
Connect-Extend-Challenge
- Connection you made to the text
- How the book extended one of the topics we discussed in class
- How the book has challenged your ideas so far OR write about challenges that you had while reading.

Friday 3/4: Chapters 4-7 (p. 43-60)
Choose a character and write one “Somebody Wanted But So” for each chapter (you should have four total).

Week 2 (Learning Segment, day 3)

Monday 3/7: Chapters 8-10 (p. 60-75)
Bookmark

Tuesday 3/8: 11-13 (p. 75-91)
3-2-1
- Three passages you liked (quotes) and their page number
- Two new vocabulary words, the pages you found the words on, and their definitions
- One question you have about the novel

Thursday 3/10: Chapters 14-16 (p. 91-107)

Friday 3/11: Chapters 17-18 (p. 107-124)
Write two “Somebody Wanted But So” statements for each chapter.

Appendix 1.a – Vocabulary

- Spite
- Counterfeit
Appendix 1.b – Link to Chapter 1 Audio
https://www.youtube.com/watch?v=UqSEg2e-vL8

Appendix 1.c – Say Something Sentence Starters
I can see how __ (historical context)___ connects to the text because…
I like/dislike…
I wonder why…
I predict…
I don’t understand…
I think…

Appendix 2.a – Character PowerPoint

Character

Character Types

- A character is a figure in a literary work.
- Characters are generally human, but not always.
- Character also connotes a certain personality type or morality.

Turn and talk: Have you ever connected to a character in a book, TV show, or movie because they reminded you of yourself? Why/how did you connect?
Dynamic Characters

- Change in response to circumstance and/or experience.
- Memory trick: think dynamite – it changes from a stick to an explosion

- Can you think of any examples?

Static Characters

- Do not change “significantly” over the course of a work no matter what takes place.

- Can you think of any examples?

Flat Characters

- Defined by a single idea or quality – usually exaggerated or distorted to the point of making the individual appear ridiculous.
- Usually this character can be summed up neatly in a single sentence.

- Turn and talk: what is the difference between a static character and a flat character?
Round Characters
- Show the 3-dimensional complexity of real people
- Practice:
  1. Picture someone in your head.
  2. List the 5 most important things about that person.
  3. Now pick just one and share it with a partner.

Stock Characters
- A stereotype, or something you would expect to see.

Protagonist
- “Pro-” meaning “for something;” the protagonist is for the theme of the text
- Pro-life, pro-cop, pro-war
- Usually the hero of the story
- Examples?
Antagonist
- “Arent,” meaning “against something,” the antagonist is against the theme of the text.
- Antifascist, antibiotic, antifreeze:
- Pitted against the protagonist.
- Usually portrayed as the “bad guy.”

Examples?

Foils
- A character who, by contrast with the main character, serves to accentuate the other character’s main qualities.
- Defining something by what it’s not.
- Practice:
  1. We know something is right because it’s not ______.
  2. We know that he’s a Doctor because he’s not a ______.
  3. We know something is black because it’s not ______

Characterization
- Direct – tell
- Indirect – show

Young
Boy
“Normal”

Clever
Lazy
Cocky

Appendix 3.a – Vocabulary
- Temperance
- Palaver
- Abolitionist
Appendix 3.b – Discussion Questions

1. How is superstition different from religion?
2. Why was Jim convinced of the existence of witches? Why was he proud? Does Huck believe it? How is this different from our encounters with witches in other literature in previous units?
3. In what ways is Pap and Huck's father-son relationship different from the ideal? How did this influence Huck's feelings about society as a whole?
4. Analyze Huck and Jim's relationship. Do you think that it is a positive or negative relationship? Why?
5. Is Huck good? Is Tom good? Why or why not?
6. What's more important, book smarts or street smarts?