

**Grade 9 ELA  
Sample Lesson Plan**

<b>Lesson Title</b>	Student-Centered Text-Based Discussions - "Introduction to Poetry"
<b>Connecticut Standards (CCSS)</b>	<p>CC.9.R.L.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.9.R.I.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.9-10.L.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.</p> <p>CC.9-10.S.L.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.</p> <p>CC.9-10.S.L.1a: 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.</p>
<b>Lesson Objectives in Language Students will Understand</b>	Each student will be able to establish norms for discussion of literary text and apply those norms to thoughtful student-centered text-based conversation about new text(s).
<b>Timeline</b>	3-5 days
<b>Description of Learning Tasks/ Activities</b>	<ul style="list-style-type: none"> <li>○ In an effort to help students understand how to participate in text-based discussion of a literary work, the teacher will guide students through an initial discussion of the difference between debate and thoughtful inquiry into the meaning of text.</li> <li>○ The students will then engage in a conversation about a particular short literary text (short story or poem) chosen by the teacher.</li> <li>○ Notes from that discussion will be captured (e.g., easel, blackboard, transcript). Students will engage in discussion of these notes against the earlier discussion of the difference between debate and thoughtful inquiry. Based on this, students will collaborate to develop a system of norms for roles and responsibilities for student-centered conversations about text. Student accountability should include their preparation for discussion as well as their in-class participation. Helpful protocols can include annotations of text through dialectical notebooks, Post-It notes, and journaling. Students can also be given time at the beginning of class to prepare written notes for discussion.</li> <li>○ The teacher will have the students try on those norms by having another discussion on a short literary text (story or poem) and again discussing the process metacognitively.</li> <li>○ The teacher should allow time for each student to reflect in writing (e.g., exit slip, paragraph response) about his or her level of participation based upon the norms.</li> </ul>

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	<ul style="list-style-type: none"> <li>○ The process should continue with subsequent text-based discussions throughout the entire year.</li> </ul>
<b>Materials, Resources, Technology Needed (Based on LEA resources)</b>	<ul style="list-style-type: none"> <li>○ Blau, "Performative Literacy: The Habits of Mind of Highly Literate Readers"</li> <li>○ Collins, "Introduction to Poetry" (<a href="http://www.loc.gov/poetry/180/001.html">www.loc.gov/poetry/180/001.html</a>)</li> <li>○ Levertov, "The Secret"</li> <li>○ Probst, <i>Response and Analysis</i></li> </ul>
<b>Prior Learning, Connections, Student Needs or Interests, Common Misconceptions</b>	Students and teachers may have the misconception that the goal is for students to reach a particular or shared interpretation of the literary text; however, the goal is for students to feel comfortable and confident with norms for respectful discussion of varied interpretations of literary text at the high school level.
<b>Instructional Strategies/ Grouping</b>	Based on class size or class dynamics, teachers may modify the size of the discussion group by using fishbowl grouping or smaller conversation groups.
<b>Suggested Differentiation</b>	<ul style="list-style-type: none"> <li>○ The nature of class discussion in this method scaffolds student understanding of text as they engage in talk.</li> <li>○ Although not recommended as a regular practice, to ensure that all students are prepared for active participation in discussion, teachers could consider having students begin reading the literary text in class.</li> <li>○ Students who struggle with oral participation, particularly in heterogeneous groups, can be urged to come to class with possible comments already prepared to engage early in the evolving conversation. English language learners can benefit from being provided suggested talking points to prepare in advance.</li> <li>○ For students for whom an entire text could be overwhelming, or who possess limited English proficiency, teachers might focus students on particular words or phrases of the text. Those students can also benefit from oral, particularly choral, reading of the text prior to discussion to support their language development.</li> <li>○ Students' attention to close reading can be supported through complementary visual images and/or audio resources.</li> <li>○ Students who are easily distractible may need to be carefully seated or monitored (including self-monitoring) to lessen unnecessary stimuli around them.</li> <li>○ Smaller discussion groups can increase English language learners' confidence in participating in discussion.</li> </ul>
<b>Cross disciplinary Connections</b>	The very nature of student-centered text-based conversations can stimulate rich links to other disciplines.
<b>Formative Assessment processes (including student self-assessment)</b>	<p>Pre-Assessment:</p> <ul style="list-style-type: none"> <li>○ This lesson should be utilized very early in the school year since it is formative and establishes classroom norms for the entire year.</li> <li>○ In general, assessment of students toward these standards should be focused on the <i>process</i> of revising and shaping meaning supported by the text under discussion, rather than on the particular interpretations articulated.</li> </ul> <p>Post-Assessment:</p> <ul style="list-style-type: none"> <li>○ Teachers should develop rubrics, individually or with their colleagues, to assess student speaking and listening on an ongoing basis. Should student performance in text-based conversations weaken, teachers should return the class to discussions of norms.</li> <li>○ As students become more comfortable with Socratic Seminars, assessments such as K-W-L charts can help students remain aware of the learning they acquire from their peers through conversation.</li> <li>○ Student self-assessment of their own participation is an ongoing necessity.</li> </ul>