

2023-24 What do students demonstrate they know and are able to do?

1s	2s	3s	4s
<ul style="list-style-type: none"> ● Talks about the poem ● Attempts to use and format title correctly ● Attempts citations ● Attempts to introduce evidence ● Uses transitions ● Shows basic understanding of poem through summary ● Sometimes identifies a literary term ● Attempts to write concluding sentence ● Few spelling errors ● Attempts to use direct evidence from poem 	<ul style="list-style-type: none"> ● Uses citations (often correctly) ● Attempts to follow the OEA structure ● Attempts more complex sentence structure ● Attempts to integrate quotes, often correctly ● Can articulate or analyze a simple theme ● Titles are formatted correctly. ● Few spelling or punctuation errors (proof of proofreading) ● Attempts to articulate the effect of literary elements (analysis) ● Clearly express the meaning of the poem at a basic/literal/emerging level (summary of points) ● Uses transitions 	<ul style="list-style-type: none"> ● Uses citations and formats them properly. ● Writes clear observation. ● Integrates quotes. ● Can express a valid theme. ● Refers back to specific details from the quote to analyze the element and prove their theme. ● Makes clear analytical thoughts about the effect of elements. ● Attempts to connect back to the theme. ● Uses simple transitions between ideas. ● Attempt at multi-part analysis (multiple sentences for element and theme). ● Mostly written in complete, grammatical sentences. ● No spelling errors. ● Follows OEA structure. ● Titles are formatted correctly. ● Understands the poems at a basic level and are approaching subtextual understanding; all information about theme and plot are accurate to the poems. 	<ul style="list-style-type: none"> ● Follows the structure of the O/E/A ● Clear theme shown/ evidence of deep understanding of the poem ● Quotes/ Evidence support the analysis of the theme ● Strong use of mechanics and grammar throughout including quote ● A lot of sentence variety ● Direct and accurate analysis ● Cohesive written expression with a variety of transitions ● Works Cited page is correctly formatted ● Heading and titles are correctly formatted ● Evidence of Microanalysis ●

What key actions should we teach to move students to the next level?

1s	2s	3s	4s
<ul style="list-style-type: none"> • Work on selecting and embedding direct evidence • Work on identifying literary techniques • Review theme • Punctuation practice and how to embed quotes • Review citation formatting 	<ul style="list-style-type: none"> • Ensure the thesis statement is not too vague—do they understand their thesis? Revise for more specificity? • Ensuring alignment of the evidence with the thesis, and the analysis with the evidence and the thesis (finding good examples of the element that they selected in their thesis) – revise thesis if evidence and analysis suits a different element or theme. • Work on how element effects theme • Teach stronger understanding of effects/impact of the literary element • Teach how to use critical thinking to select stronger pieces of evidence and elements. 	<ul style="list-style-type: none"> • Teaching how to more clearly and specifically analyze the effect of literary elements • Teach how to write more concisely. • Teach more elevated transitions. • Teach how to provide context leading into the quote. • Teach sentence variety. 	<ul style="list-style-type: none"> • Teach microanalysis in small groups. • Broadening the theme beyond the plot – What can we take away from the poem as the audience? • Teaching how to more clearly and specifically analyze the effect of literary elements • Expanding vocabulary usage in paragraph- editing phase • Teach how to provide context leading into the quote.

What are our next steps?

- Be intentional with paired texts so that they have the background knowledge and historical context.
 - Small group instruction on these skills during practice OEAs and the writing process for the essay. - So we will make a bank of small-group lessons to support these skills:
- SMALL GROUP RESOURCES
- Quote integration: Julia

- Effect of literary element: Jeff
- Proving/explaining theme: Sahar
- Concision: Sasha
- Sentence variety: Jasmine
- Using transitions: Evelyn
- Microanalysis: Herman

-Model how to make strong choices in terms of elements, evidence, etc.

-Show side-by-side models of levels 2, 3, and/or 4 writing (analysis, quote integration, etc.). - so OEA lesson developers need to have these examples so that teachers can use them:

- Jasmine will add this into her OEA lesson: model how to make strong choices in terms of elements, evidence, etc.
- Steph pull side-by-side models of levels 2, 3, and/or 4 writing (analysis, quote integration, etc.).

Unit Reflection

<p>What went well with this unit? Where did students have success? Why?</p>	<p>-By making achievable tasks each class period, students experienced a win every day. Great momentum to start the year.</p>
<p>What was challenging? Where did students struggle? Why? As a result, in the current & upcoming units we will...</p>	<p>Background knowledge/ prior knowledge of poets</p>
<p>What changes might make sense if we return to this unit next year?</p>	<ul style="list-style-type: none">-Build time before they start their summative poems to research author, find background info, look up allusions, etc.-Would it be easier to build literary analysis skills with a novel or short stories before poems (flip them?)-Early class periods are still a little too tight (time-wise)-Discussion piece after OEA practices didn't work because they all had different poems. Need to adjust.-Put rubric with annotation and OEA practices to make scoring easier and more clear to students?-Start with four-paragraph essay-Consider having students doing practice OEA digitally?-Revisit rubrics—very generous. If students had a good theme, they generally got a good grade. Adjust so that we are more so assessing whether theme is proven.

2022-23 What do students demonstrate they know and are able to do?

1s	2s	3s	4s
<ul style="list-style-type: none"> ● A literary element and theme are identified somewhere in the paragraph, not necessarily the observation. ● Observation includes title and author. ● Attempt to integrate quotes. ● Includes evidence to support the argument. ● Attempts to include line numbers in parenthetical citations. ● Write 5 sentences. ● Wrote in complete sentences. ● Literally justify/define their explanation of how the evidence demonstrates the literary element. ● Themes attempt to follow the theme frames and are mostly successful. ● Transitions may be attempted. ● Attempts to follow OEA format. Evidence and Analysis are in the correct order. ● Attempts to connect at least one piece of evidence to theme. ● No typos. 	<ul style="list-style-type: none"> ● Using the sentence frame to identify a literary element and a theme. ● Includes title and author. ● Wrote at least 5 sentences ● Contain two quotes from the poem as evidence. ● When using "tone" as a literary element, the kind of tone was identified. ● Included in text citations and have some sort of work cited ● Follows basic OEA format of writing an Observation, adding Evidence and writing a sentence for Analysis. ● Used proper capitalization and punctuation and wrote in complete sentences. 	<ul style="list-style-type: none"> ● Observation introduces title, author, literary element, and theme. ● Well-written theme following suggested structure (more than one word; phrased as a message) ● Follows OEA format. ● Follows proper capitalization and punctuation, and formats titles correctly. ● Quotes integrated and cited; using back-slashes to separate new lines ● Analysis includes commentary on the literary element AND how it supports the theme. ● Varied sentence structure and word choice ● Ideas are clear; we are never wondering what the student means. ● Analysis goes beyond the literal meaning of the poem. ● Analysis usually is more than one sentence. ● Goes beyond saying "this is a metaphor" and explains HOW. ● Some are specific about the words that are critical to building the element being 	<ul style="list-style-type: none"> ● Observation introduces title, author, literary element, and theme. ● Well-written theme following suggested structure (more than one word; phrased as a message) ● Editing to look professional (no typos, cited correctly). ● Expands on ideas with more than one sentence of explanation. ● Elevated language (complex syntax, includes descriptive adjectives, and lots of word variety/not repetitive). ● Follows OEA format, but in a fluid/non-rigid way. Not limited by the formula. ● Elevated transition use. ● Proves observation. ● Analyzes how the literary element helps the reader understand the theme. ● Quotes are consistently integrated fluidly.

		analyzed. ● Contain two quotes from the poem as evidence.	
--	--	--	--

What key actions should we teach to move students to the next level?			
1s	2s	3s	4s
<ul style="list-style-type: none"> ● Uses OEA format with consistency ● Strengthen organization of structure ● Address how literary elements help show effect; go beyond defining/literal meaning ● Writing for clarity, grammar 	<ul style="list-style-type: none"> ● Make sure analysis addresses literary element and theme ● Clear connection between evidence and ideas to make ideas more clear and understandable - specific instead of vague ● Careful, intentional word choice (not as repetitive) 	<ul style="list-style-type: none"> ● Vary syntax and diction ● Incorporate smooth transitions ● Not using sentence starters from outline ● Polished–thorough revision ● Deeper(insightful) analysis 	<ul style="list-style-type: none"> ● Micro literary analysis <3 ● Find more evidence ● No scaffolds

What are our next steps?

- Reading comprehension is key - what are ways we can continue to support this piece?
 - Consider changing how students annotate to ensure it captures their thinking more (paraphrasing, connecting what they highlight to analysis, etc)
 - Providing some definitions or having students look some words up/google them
 - Background building
 - Could have students analyze anchor poem or a poem that they already focused on during the unit.
- In Lesson 6, add in an extension where groups read their OEA out loud and revise it for clarity
- In Lesson 9, do a compare/contrast with students showing them the difference between 3 and 4 (read out loud/revise extension)
- During writing process, pull small groups targeted at the skill to move 1s to 2, 2s to 3, 3s to 4, 4s to 4+
- During reading process, pull small groups targeted at supporting reading comprehension
- Revision process strategies: ()
 - Have students read their writing aloud to listen for clarity (read aloud proofreading)
 - Show examples of “less clear”/”more clear” and have students practice being more specific
- Build in time for students to look up vocab they don't know; build background knowledge.

Unit Reflection

[Link to U1 Strategy Ladder](#)

<p>What went well with this unit? Where did students have success? Why?</p>	<ul style="list-style-type: none">-Showing understanding through application of literary elements-"Learning My Name" as an anchor poem – students appreciated the diversity within the poem; being able to build meaning each day-Students benefited from routine → having a consistent schedule-Annotations were successful → instruction around that prepared them to be successful-Theme frames, using them; consistent strength across assessments-OEA bootcamp day was critical - opportunity for us to give them formative feedback and good timing after break-Poems we offered students to choose from were great (except "For Saundra") - and because students got to choose, they felt more ownership over it
<p>What was challenging? Where did students struggle? Why? As a result, in the current & upcoming units we will...</p>	<ul style="list-style-type: none">-Having them reflect on the title didn't always work; sometimes the title was obvious so they didn't know what to write-Students sometimes skipped paraphrasing, but then when we asked them to go back and do it, it helped them-Paragraph outline/scaffold was overused and limited-"For Saundra" was too challenging for students-Pace might have been a little fast-Students were choosing poems based on look and length, and then really struggling.-Some collaboration leading to cheating/copying
<p>What changes might make sense if we return to this unit next year?</p>	<ul style="list-style-type: none">-Slow down at the beginning to focus on paraphrasing and building that skill-Take out "For Saundra"-Consider starting with this unit to build routines, expectations, etc. - OR - embed the structures we intentionally embedded in this unit into whatever our Unit 1 next year is:- collaboration (min to win it, low stakes collab games/debates, etc)

- summarizing short chunks of text to support comprehension
- annotation
- consider adding more games in order to build community and review terms/ use white boards
- building the routine
- How can we help students learn how to make good choices with texts?