**TASK 1: PLANNING FOR INSTRUCTION AND ASSESSMENT**

**Part A: Context for Learning Information**

**About the School Where You Are Teaching**

1. In what type of school do you teach? Urban Private High School
2. List any special features of your school or classroom setting: The students are all boys.
3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction:

   The high school has a school-wide goal of improving reading and literacy both in English class and across the curriculum.

**About the Class Featured in This Assessment**

1. How much time is devoted each day to English-Language Arts instruction in your classroom? 45 minutes
2. Is there any ability grouping or tracking in English-Language Arts? If so, please describe how it affects your class.

   Yes, the junior students are grouped into either an standard-track and an accelerated-track English class. Accelerated-track students are given slightly more challenging writing assignments and vocabulary tests, and their class is geared toward higher levels of analysis and evaluation. The class I have chosen for this assessment is a standard-track class.

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.

   **Insert textbook name here.**

4. List other resources (e.g., electronic white board, online resources) you use for English-Language Arts instruction in this class: white board, computer and projector

**About the Students in the Class Featured in This Assessment**

1. Grade level(s), 11th grade
2. Number of students in the class: 24 males: 24 females: 0
3. Complete the chart below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment.

<table>
<thead>
<tr>
<th>Learning Needs Category</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted students</td>
<td>2</td>
<td>Provide supplementary reading materials, additional background information, and more comprehensive writing assignments</td>
</tr>
<tr>
<td>Struggling readers</td>
<td>3</td>
<td>Offer extended time, individual review, and guided reading supplements</td>
</tr>
</tbody>
</table>
Part B: Lesson Plans for Learning Assessment

Lesson 1

11 March 2013  Christine Naderer • English 3 (11th grade British Lit.)

Ohio Academic Content Standards
Reading Standards for Informational Text: 2
Writing Standards: 4
Speaking & Listening Standards: 1
Language Standards: 1, 2

Learning Objectives
After this lesson, students will be able to...
Recall the basic historical events and major writers of the Romantic era.
Explain the major themes or characteristics exhibited in romantic literature.
Compare the characteristics of romanticism with the characteristics of neoclassic writers during the Reconstruction.

Anticipatory Set
Prior to this lesson, students have already finished reading about 75 percent of 
Frankenstein by Mary Shelley. They have already learned about earlier eras in British literature, including the Middle Ages, Renaissance, and Reconstruction, and they have begun to learn how to recognize characteristics of literature from these eras to the texts read in class.

Instructional Strategies
This lesson will incorporate:
Individual work – pre-test and reading silently at the end of class
Large group lecture/discussion – information on Romantic era
Small group work – review activity completed in small groups

Learning Tasks
1. Working individually, students will complete a short pre-test evaluating their knowledge of the romantic era and their skills at applying this knowledge to the text they have been reading, Frankenstein.
2. After the pre-test, the teacher will lead the class in a discussion about the major historical and cultural events of the romantic era, also introducing them to significant themes and writers from the time period.
3. After the lecture, students will work in small groups to review the information they just learned – responding to a basic set of review questions testing their knowledge.
4. If time permits, students will begin to read Rime of the Ancient Mariner individually or with a partner.

Materials
Pre-tests, lecture notes on romanticism, literature textbooks

Accommodations for Special Learners
Struggling readers will be given a prepared sheet to guide their note-taking during the lecture.

Evaluation
Students will be evaluated on their participation in class discussion, their success on the pre-test and end of class review activity, and ultimately on their success in completing the essay at the end of this learning segment.
Lesson 2

12 MARCH 2013  Christine Naderer • English 3 (11th grade British Lit.)

OHIO ACADEMIC CONTENT STANDARDS
Reading Standards for Literature: 2, 3, 4, 5
Writing Standards: 4
Speaking & Listening Standards: 1, 3, 4
Language Standards: 1, 2, 3

LEARNING OBJECTIVES  After this lesson, students will be able to...
Paraphrase and explain the first half of Rime of the Ancient Mariner in their own words
Identify significant attributes of Coleridge’s poem, both formally and thematically
Read passages from the poem effectively aloud

ANTICIPATORY SET  Prior to this lesson, students have already finished reading about 75 percent of
Frankenstein by Mary Shelley. They have also finished reading the first half of Rime of the Ancient Mariner by
Samuel Taylor Coleridge. Students have also discussed important information about the Romantic era and
literature written during this time period.

INSTRUCTIONAL STRATEGIES
This lesson will incorporate:
Snowball activity – students will write an individual response to the reading assignment, then respond to
another student’s response.
Large group discussion – analyzing the poem together as a class
Reading aloud – at the end of class, students will take turns reading stanzas of the poem aloud

LEARNING TASKS
1. Students will choose one line or stanza from Rime of the Ancient Mariner that stands out to them. They
will write for 5 minutes about why they find their chosen passage to be compelling, significant, or
confusing.
2. Students will pass their paper to another student, responding to that student’s written reflection. After
the activity, students will be invited to share their responses.
3. As a whole class, the teacher will lead discussion on the poem, pointing out some significant attributes
and discussing important passages together.
4. If time permits, students will begin reading the second half of Rime of the Ancient Mariner aloud in class.

MATERIALS  Literature textbook, notes on Rime of the Ancient Mariner

ACCOMMODATIONS FOR SPECIAL LEARNERS  Struggling readers will be given a reading
guide to help focus and direct their reading of the poem. Gifted students will receive several supplementary
texts on Rime of the Ancient Mariner to read.

EVALUATION  Students will be evaluated on their participation in the snowball activity and class
discussion of the poem, and ultimately on their success in completing the essay at the end of this learning
segment.
Lesson 3

13 MARCH 2013  Christine Naderer • English 3 (11th grade British Lit.)

OHIO ACADEMIC CONTENT STANDARDS
Reading Standards for Literature: 1, 2, 3, 4, 5
Writing Standards: 4
Speaking & Listening Standards: 1, 3, 4
Language Standards: 1, 2

LEARNING OBJECTIVES  After this lesson, students will be able to...
Recall the ending of Frankenstein and explain how it enriches their understanding of the text as a whole.
Identify and explain significant passages from the end of Rime of the Ancient Mariner.
Apply the major attributes of the Romantic era to the themes presented in Rime of the Ancient Mariner and Frankenstein.

ANTICIPATORY SET  Prior to this lesson, students have finished reading Frankenstein by Mary Shelley. They have also finished reading Rime of the Ancient Mariner by Samuel Taylor Coleridge. They have discussed the first half of the poem, and also discussed important information about the Romantic era and literature written during this time period.

INSTRUCTIONAL STRATEGIES  This lesson will incorporate:
Individual work – reading quiz
Large group discussion – Rime of the Ancient Mariner class discussion
Small group work – discussion of romantic themes present in both Frankenstein and Rime of the Ancient Mariner
Application – students will apply their knowledge of the Romantic era to attributes found in the class texts.

LEARNING TASKS
1. Students will begin by taking a brief reading quiz over the last 6 chapters of Frankenstein.
2. After the quiz, the class will briefly discuss Frankenstein together, clarifying questions about the end of the text and allowing students to offer open reader-response to the way the ending shaped their understanding of the text as a whole.
3. The class will return to a large-group discussion of Rime of the Ancient Mariner, pointing out key passages in the end of the poem and connecting the poem’s themes and issues to the characteristics of the Romantic era.
4. Working in groups, students will discuss particular themes that are present in both Frankenstein and Rime of the Ancient Mariner, finding passages from each text that reveal their prevalence and comparing each author’s use of these themes in his or her work.

MATERIALS  Literature textbooks, Frankenstein, notes on Frankenstein and Rime of the Ancient Mariner

ACCOMMODATIONS FOR SPECIAL LEARNERS  Struggling readers will be given an opportunity to discuss the texts and their connection to romanticism with the teacher before the lesson.

EVALUATION  Students will be evaluated on their success on the reading quiz, participation in class discussion, and ultimately on their success in completing the essay at the end of this learning segment.
Lesson 4

14 March 2013  Christine Naderer • English 3 (11th grade British Lit.)

Ohio Academic Content Standards
Reading Standards for Literature: 2, 4, 5
Reading Standards for Informational Text: 2
Writing Standards: 2, 4, 6
Language Standards: 1, 2, 3, 5

Learning Objectives  After this lesson, students will be able to...
Synthesize their knowledge about the Romantic era, Rime of the Ancient Mariner, and Frankenstein in a well-written, focused, and argument-driven essay.

Anticipatory Set  Students have finished reading Frankenstein and Rime of the Ancient Mariner through both teacher-led group discussion and small group activities, they have begun to discuss they ways that the themes from these texts connect with characteristics of the Romantic era.

Instructional Strategies
This lesson will incorporate:
Large group discussion – brief review at the beginning of class
Individual in-class writing – written essay on romantic attributes of the class texts

Learning Tasks
1. At the beginning of class, the teacher will lead a review of the concepts discussed over the past few days, especially the characteristics of romanticism, reminding students to think about ways that these characteristics especially apply to the class texts.
2. Working alone, with their textbook and novel, students will spend the remainder of class responding to an essay prompt, explaining one romantic characteristic and comparing the ways that both Shelley’s and Coleridge’s work display this single attribute.

Materials  Computers (class will be in the lab), literature textbook, novel, essay assignment sheet

Accommodations for Special Learners  Struggling readers will be given extra time, if necessary, to complete the essay. Gifted students will be asked to incorporate information from the supplemental texts they read into their essays.

Evaluation  Students will be evaluated in their participation in class discussion and their success on the in-class essay.
**Part C: Instruction Materials**
Lesson 1 Instructional Materials

**Romanticism Pre-Test**
English 3 – Naderer/Engber

1. **The Romantic Age began in ________**
   a. 1660    b. 1540    c. 1780    d. 1952    e. 1492

2. A major revolution during this period changed England from home manufacturing to factory production. What was this movement called?
   a. Industrial Revolution    b. suffragism    c. French Revolution    d. Revolutionary War

3. Which two poets redefined poetic principles with the publication of *Lyrical Ballads*?
   a. Wordsworth and Coleridge    b. Milton and Shakespeare    c. Donne and Herrick
   d. Swift and Shelley    e. Byron and Keats

4. Who was NOT a significant Romantic writer?

5. List 4 major characteristics or themes that are present in romantic writing:

6. Explain how one of the above themes from the Romantic era is present in *Frankenstein*. 
Lesson 2 Instructional Materials

In-Class Snowball Activity
English 3 – Naderer/Engber

Review the second half of *Rime of the Ancient Mariner* that you read for homework last night. Choose one particular line, stanza, or passage that is significant to you. The passage can be something that confuses you, interests you, or stands out for some other reason. Discuss the passage in a short paragraph, pointing out both the language Coleridge uses and the themes he presents. Explain why you chose this particular passage. Also, discuss any questions you have about the passage or the poem as a whole – what do you want to learn more about?

Write your answer on loose-leaf paper.

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Lesson 3 Instructional Materials

Romanticism – Small Group Activity
English 3 – Naderer/Engber

As a small group, discuss the characteristic of romanticism assigned to you in class. Discuss how the characteristic is present in both *Frankenstein* and *Rime of the Ancient Mariner*, citing specific passages. Compare the two texts – discuss ways that both authors use the theme or characteristic similarly or differently.

Romanticism characteristic:

Examples from *Frankenstein* (quotes and page numbers) -

Examples from *Rime of the Ancient Mariner* (quotes and line numbers) –

How do Shelley and Coleridge use the characteristic similarly? Differently?
Lesson 4 Instructional Materials

In-Class Writing Prompt
English 3 – Naderer/Engber

*Frankenstein and Rime of the Ancient Mariner In-Class Writing*

Before writing this essay, review the significant aspects of Romanticism we discussed in class (especially the chart on page 797). Choose one aspect of Romanticism. In a one- to two-page essay, explain how this characteristic of Romantic writing appears in both *Frankenstein* and *Rime of the Ancient Mariner*. Your paper should be driven by a thesis that established your main point, and you should include textual evidence (quotes) from each text to explain your argument.

Part D: Assessments

In-class activities act as both instructional guides and assessments of student learning. Therefore, all of the assessments for this learning segment are included as instructional materials above, including the Romantic era pre-test (lesson 1), snowball activity (lesson 2), small group worksheet (lesson 3), and in-class writing prompt (lesson 4).

Part E: Planning Commentary

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

   The central focus of this learning segment is to challenge students to make formal and thematic connections between a historical literary era (Romanticism) and texts from that time period (*Frankenstein* and *Rime of the Ancient Mariner*).

   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.

   Shelley, Mary. *Frankenstein*.

   Shelley’s *Frankenstein*, a gothic novel written at the turn of the 19th century, explores the ambition and downfall of Victor Frankenstein, a young student and scientist who creates a new, living “creature” from a composite of human corpses. The novel explores issues of humanity – often pushing readers to question who is more of a monster, Victor or his creation. Shelley’s work displays many themes relevant to the romantic era, including an emphasis on individual imagination, passion and emotion, innocence and experience, nature, and the supernatural.

   Coleridge, Samuel Taylor. *Rime of the Ancient Mariner*.

   Coleridge’s literary ballad, *Rime of the Ancient Mariner*, explores issues of cost and consequences through the tale of a mariner who has been eternally cursed for killing a maritime icon of good fortune, the albatross. The mariner narrates the poem, retelling his tale as a warning to a young, naïve wedding guest. Much like Shelley’s *Frankenstein,*
Coleridge’s poem emphasizes the transition from innocence to experience, while also exploring romantic themes of individual imagination, nature, and the supernatural.

c. Given the central focus, describe how the standards and learning objectives within your learning segment address students’ abilities to comprehend, construct meaning from, and interpret complex text create a written product interpreting or responding to complex features of a text

The learning segment gradually builds students skills and understanding – moving from objectives such as recalling information about the Romantic era and paraphrasing the significant aspects of *Rime of the Ancient Mariner* to more complex objectives, such as applying the information about romanticism to the class texts and comparing themes from multiple texts at the same time. Eventually, students will synthesize the information they have learned from both the historical and cultural background with their knowledge of the important themes and attributes of the class texts to create a written product that demonstrates their new knowledge and skills.

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.

Lesson 1 begins with an introduction to romanticism, when students are introduced to the historical and cultural context of the literary era. They will also be exposed to the thematic focuses of romantic literature for the first time. After understanding this background information, students will work to apply these concepts to *Rime of the Ancient Mariner* in Lesson 2, while also understanding them poem’s meaning and language use. In Lesson 3, students will connect their ongoing reading of *Frankenstein* to these concepts of romanticism. They will also begin to connect their understanding of *Rime of the Ancient Mariner* to *Frankenstein*, finding similarities between the two works. Finally, in Lesson 4, students will write a short essay, synthesizing their new understanding about romanticism and the two texts.

2. Knowledge of Students to Inform Teaching

a. Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do?

Throughout the year, students have learned about various historical eras in British literature. They have explored texts from these time periods and applied features of each era to the class texts (for example, reading *Macbeth* and discussing it in the context of the Renaissance). Students also already know basic concepts of figurative language, such as imagery, metaphor, allusion, etc. Students are learning to take these language concepts and their knowledge of literary eras and apply this information to several texts at the same time, comparing the ways different authors use literary techniques to draw readers’ attention to particular themes, in the context of their particular literary era.

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

As adolescent boys, these students are experiencing important transitions and changes in their lives. Most of them connect to the romantic concepts of innocence and experience, and they understand how a similar coming-of-age transition has affected (and is currently affecting) their own lives.
3. Supporting Students’ English-Language Arts Learning

Respond to prompts 3a–c below. As needed, refer to the instructional materials and lesson plans you have included to support your explanations. Use principles from research and/or theory to support your explanations, where appropriate.

a. Explain how your understanding of your students’ prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.

Knowing that students have already had experience connecting the attributes and themes of particularly literary eras to class texts, I designed my lessons to push students’ application of these concepts to the next level. By exploring several texts at the same time, I pushed students’ application skills to compare multiple texts simultaneously, synthesizing their knowledge by comparing the texts not only to the time period, but to each other as well. I also worked to apply students’ personal, cultural, and community assets to the lessons, focusing especially on themes that the students can relate to, such as the transition from innocence to experience. I planned to apply situations from the texts to situations in their own lives, enhancing their connection with and understanding of the text.

According to Piaget’s theory of cognitive development, students will understand information most effectively when they can connect it to prior knowledge and experiences that they already understand. By connecting these new themes and characteristics of romanticism with experiences relevant to students’ lives, I can further enhance their comprehension.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs. Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

Based on research regarding learning styles in education, such as Simon Cassidy’s 2004 article “Learning Styles: An Overview of Theories, Models, and Measures,” I have determined that the most effective instruction comes from utilizing a combination of learning styles into the classroom. Therefore, I choose to combine the benefits of visual aids such as worksheets and class notes with active group discussion, which is more beneficial for auditory and kinesthetic learners.


My planned instructional strategies include accommodations for students who are struggling readers. Struggling readers will be given more time on assessments, individual review time with the teacher, and guided reading and note-taking handouts. These strategies are recommended in Content Area Reading by Vacca, Vacca, and Mraz (2010).

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

When analyzing complex texts, it is often difficult for students to make meaning from unfamiliar words and phrases at first. It is important to model good reading skills, including reading slowly, rereading complex passages, and researching unknown words/phrases, in order to help students learn how to interpret meaning from challenging passages. I will help students become more effective readers by modeling these skills.
and guiding them as they practice the skills both in small groups and individually in the classroom.

4. Supporting English-Language Arts Development Through Language

a. Language Demand: Language function. 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.

One essential language function within this learning section will be synthesis. Students will learn how to synthesize information about the romantic era, applying these concepts to the two focus texts, while simultaneously comparing both texts’ use of these themes and attributes.

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. In which lesson does the learning task occur? (Give lesson/day number.)

One learning task where students will practice synthesis will be in Lesson 3, when they work in small groups to compare particular romantic characteristics present in both *Rime of the Ancient Mariner* and *Frankenstein*.

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

Vocabulary: students must be able to identify complex vocabulary found in both class texts and understand how this vocabulary contributes to the texts’ themes and meaning. They must also understand the vocabulary associated with the Romantic era and be able to apply these vocabulary terms in proper context.

Plus at least one of the following:

Syntax: students will begin to understand the difference between syntax in a poem and syntax in a novel, comparing each author’s use of sentence development and structure to establish meaning and explore particular themes.

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

Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language identified in prompts 4a–c.

During the lesson, I will model practices for successfully understanding and analyzing complex texts. Students have been practicing these comprehension skills all year, and this modeling will continue to reinforce the skills needed to successfully analyze and synthesize the information presented through class discussion and reading. Additionally, students have access to classroom dictionaries, textbook glossaries, and online resources in order to help them clarify unfamiliar vocabulary. Large group discussion will provide opportunities for students to present questions about vocabulary and syntax within the class texts and begin to build and understanding about how these language tools reveal meaning.
5. Monitoring Student Learning

Refer to the assessments you will submit as part of the materials for Task 1.

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

All of the class activities throughout this learning segment incorporate forms of assessment that will allow me to track the progress of student learning. First, the pre-test will allow me to gauge students’ existing knowledge about the Romantic era and its characteristics. Their snowball writing activity and group worksheet will give me a better idea about how their understanding is progressing – both of these activities give students a chance to practice applying the information learned in class toward their own interpretation of class texts. Finally, the written in-class essay will offer an assessment of the learning segment, allowing me to see students’ ability to synthesize information about romanticism with their knowledge of *Rime of the Ancient Mariner* and *Frankenstein*.

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

Students who struggle with reading will be able to effectively demonstrate their learning, especially through the final in-class writing assignment. These students will be given extra time to complete this prompt, allowing them ample opportunity to show their understanding, unhindered by standard time constraints. Additionally, this assessment is open-ended, giving students the opportunity to share what knowledge they have without being tripped up by confusing objective questions that could lead to an inaccurate evaluation of learning.

Gifted students will be given an opportunity to demonstrate their learning above and beyond the minimum requirements by incorporating additional reading and resources into their final in-class essay. This extra challenge offers them the ability to show their knowledge while pushing forward to new levels of application and synthesis.