

Viewing Protocol

Title: Whole Class Instruction in Opinion Writing

Link: <https://vimeo.com/album/2777080/video/55951747>

Grade: 3

Learning Goals and Success Criteria

The teacher asks a question to students at the beginning of the lesson about what “moves” they learned as speechwriters that will transfer over to help them write other types of opinion pieces. The teacher lists these transferable qualities on a chart paper. These become the success criteria. After identifying the author craft “moves,” students apply them to a new piece of writing. The teacher doesn’t explicitly state the learning goals to students but instead discusses what students have already learned and engages them in conversations and activities to apply this learning to a new context.

What do you notice about the Learning Goals and Success Criteria? What commendations and/or suggestions would you offer for this teacher?

Eliciting and Interpreting Evidence

The teacher starts the lesson by telling students that she watched their speeches the night before and concluded that they are becoming strong speechwriters. Later on, the teacher listens to students as they turn and talk with a partner and share out with the whole group. She also checks that they have begun writing on their quick write.

What do you notice about the teacher Eliciting and Interpreting Evidence? What commendations and/or suggestions would you offer for this teacher?

Taking Pedagogical Action

Based on the teacher's assessment of student learning (from reviewing their speeches the night before), the teacher asks students to transfer what they learned about writing effective speeches to other types of opinion writing. When students turn and talk about what author "moves" they recognize in a petition to Lego, the teacher gives feedback to students and (based on what she heard) asks one to share his ideas with the whole group. After checking that students are able to begin their individual writing pieces, she selects students one at a time to return to their seats.

What do you notice about the teacher Taking Pedagogical Action? What commendations and/or suggestions would you offer for this teacher?

Student Self and Peer Assessment

Students give a thumbs-up when they can see an author's "move" in the shared text – the petition to Lego – that they learned about when they were working on persuasive speeches. The students do not engage in substantive self and peer-assessment in the section of the lesson shown on the video.

What do you notice about the Student Self and Peer Assessment? What commendations and/or suggestions would you offer for this teacher?