

Evaluation Overview
6th Grade ELA
Lesson: Greek Mythology

6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

Evidence Notes	Planning Indicator	Average Score
<p>The teacher's instructional plan demonstrated a clear alignment to state standards, incorporated student-friendly targets, and included differentiated strategies for students at varying levels, ensuring opportunities for all students to succeed. The teacher demonstrated effective instructional planning that adhered to the prescribed structure and sequence outlined in the curriculum, ensuring alignment with state standards. The teacher purposefully designed the lesson plan with clear, measurable learning targets and sub-objectives that were both specific and student-centered. These targets were rewritten in student-friendly language, ensuring that students of varying abilities could easily access and understand the learning expectations. For example, the teacher broke down the learning objectives into digestible pieces, which helped scaffold the learning process and enhance student comprehension.</p> <p>To address the diverse needs of students, the teacher incorporated strategies for students at various performance levels. Specific accommodations were made for four students who worked with the instructional aide, and students of higher ability were provided with extension opportunities to deepen their learning. For example, the teacher planned to challenge stronger writers with more difficult tasks, ensuring that all students had opportunities to engage with content at their level of mastery.</p> <p>The teacher effectively considered possible challenges students might face during the lesson and included strategies for remediation. These strategies were outlined in the plan, demonstrating thoughtful consideration of how to support students who are struggling. For instance, questions such as “How will I know if students have mastered the standard?”, “How will I respond when students experience initial difficulty in learning?” and “How will I enrich and extend the learning of students who have already mastered the material?” were integral to the teacher’s preparation, ensuring that formative assessments were embedded throughout the lesson to track student progress and adjust instruction accordingly.</p> <p>The teacher utilized district-approved high-quality instructional materials (HQIM), including age-appropriate books and</p>	Instructional Plans	3

<p>assessment tasks, to engage students and support their intellectual growth.</p>		
<p>The student work from the lesson provides evidence of student engagement and demonstrates a variety of skills. Specifically, it highlights the students' ability to apply critical thinking, engage in analysis, and demonstrate mastery of lesson objectives.</p> <p>Differentiation and Support: The teacher utilized scaffolded support materials, such as sentence starters and fill-in-the-blank sections, which were evident in the students' work. This scaffolded approach helped students focus on key aspects of the text while also providing them with tools to succeed independently. The student work reflects how the support was successfully implemented, with students consistently applying these structures to make connections between character traits and actions.</p>	<p>Student Work</p>	<p>3</p>
<p>The assessment demonstrated alignment with both instructional goals and state standards, tested higher-order thinking skills (such as analysis and application), and provided the teacher with valuable data on student performance. The exit ticket serves as an effective tool to gauge whether students can correctly apply their knowledge in a focused and individualized manner, ensuring that the assessment process is rigorous, relevant, and reflective of the learning objectives.</p> <p>The assessment activities were designed to align with state content standards and were directly connected to the lesson's learning targets, ensuring a coherent measurement of student understanding.</p> <p>The exit ticket provided a clear, targeted assessment of students' ability to apply their learning by asking them to match four text evidence statements to the correct character. This task required students to demonstrate their ability to connect evidence to specific claims.</p> <p>The use of a matching task in the exit ticket supports the assessment of student mastery in key areas:</p> <ul style="list-style-type: none"> ● Text analysis: Students were required to identify relevant text evidence and make connections to specific characters. ● Application of content knowledge: The task required students to apply their understanding of character traits and actions, which ties back to the lesson's focus on analyzing Greek mythology and the motivations behind character actions. 	<p>Assessments</p>	<p>3</p>

<ul style="list-style-type: none"> • Student independence: The exit ticket provided an opportunity for students to demonstrate individual comprehension, as it did not rely on group collaboration but instead on each student’s ability to recall and apply their learning independently. <p>The alignment of this assessment with state standards ensures that the teacher is monitoring student progress in a way that is both accurate and consistent with broader academic goals.</p>		
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Evidence Notes	Environment Indicator	Average Score
<p>Academic expectations are clearly communicated, consistently reinforced, and aligned with rigorous learning goals. Through differentiation, structured time management, and intentional facilitation of peer interactions, the teacher demonstrated high expectations for all learners.</p> <p>The teacher established and maintained high expectations for student performance. Expectations were explicitly communicated through both verbal directions and structured instructional tools, such as timers and scaffolds, to promote focused engagement and productive student behavior.</p> <p>Student work tasks were rigorous and varied, demonstrating alignment with the learning targets and supporting individual student success. The use of four distinct tasks across the student work pages illustrates the teacher’s intent to maintain high cognitive demand while promoting student ownership of learning. The teacher provided differentiated support for students who needed it—3 of 11 students received additional scaffolding on the third writing page, allowing them to engage meaningfully in the same learning outcome through accessible pathways.</p> <p>During instruction, the teacher reinforced expectations for academic discourse and peer interaction. For example, the prompt “<i>We’re about to get 1 or 2 people to share out what they wrote, and while they’re reading what they wrote, we’re going to think about how can we respond to it...</i>” reflects the establishment of a normed classroom culture that values accountability to thinking and respectful peer exchange. Student conversations were purposeful, centered on academic content, and supported a collaborative learning environment.</p> <p>Additionally, the teacher used time management strategies—such as communicating specific time allocations and using a timer—to keep students on task. Her directive, “<i>I need to have at least one of your pieces done with an elaboration,</i>” reinforces the expectation for quality and completeness of work.</p>	<p>Expectations</p>	<p>3</p>

<p>The teacher effectively established and maintained behavior expectations. Students remained focused, engaged, and on task throughout the lesson, with no observable instances of off-task or disruptive behavior. The teacher’s language and tone contributed to a positive, respectful classroom environment, with consistent and gentle redirection when needed.</p> <p>The teacher proactively reinforced expectations using clear, encouraging directions and positive reinforcement. Statements such as, <i>“You’re doing good. So, if you need help, we’ll be right here,”</i> and <i>“I’m glad you’re here to help with that because it looks like she’s starting to move past that point,”</i> show how the teacher maintained student motivation while supporting engagement. Phrases like <i>“Okay, we’re right here, buddy”</i> and <i>“Let’s go ahead and do this”</i> indicate a warm, supportive presence that fosters trust and compliance without disruption.</p> <p>Redirections were subtle and seamlessly embedded within instruction. For instance, when the teacher stated, <i>“Put a period. Make sure you have a period at the end of your sentences,”</i> she maintained expectations for academic precision while helping students stay attentive to the task. Similarly, prompting students with, <i>“So, if you turn the page…”</i> or <i>“We’re going to align those up with the evidence in the left,”</i> reflects how she used procedural cues to guide student behavior productively.</p> <p>Opportunities for student interaction and movement were structured to sustain engagement and minimize disruptions. The teacher invited participation through prompts like, <i>“At your table group right now, turn and talk to the person next to you about those three questions,”</i> and <i>“Let’s hear from someone I haven’t heard from much today,”</i> which encouraged equitable participation while maintaining an orderly and responsive class.</p>	<p>Managing Student Behavior</p>	<p>3</p>
<p>The teacher designed her classroom environment to be safe, respectful, and supportive of student learning. Both the physical setup and interpersonal dynamics foster collaboration, focus, and mutual respect.</p> <p>Students were consistently engaged and attentive, with minimal need for redirection. The teacher established explicit norms for communication, as evidenced by students raising their hands to speak and maintaining quiet while peers shared. This reflects a culture of respect and value for all voices in the classroom. The teacher reinforced productive behavior through calm and supportive cues such as, <i>“So you can go ahead and work on that by yourself, okay?”</i> and prompted thinking with targeted questions like, <i>“And what two events from the text are you using for that?”</i>—showcasing her attentiveness to student engagement and understanding.</p>	<p>Environment</p>	<p>4</p>

<p>The physical environment supported collaborative learning and accessibility. Students were seated in groups of four at desks, which enabled small-group interaction while allowing both the teacher and paraprofessional to move freely and provide support as needed. The inclusion of a secondary workspace, such as a small table, provided flexibility and ensured that the layout accommodated various instructional needs. This organization facilitated active participation, differentiated support, and smooth transitions.</p> <p>Both the teacher and the co-teacher were actively engaged with students, demonstrating receptiveness to student ideas and maintaining a classroom atmosphere that prioritized learning. Even during moments when both adults were supporting different groups, students remained on task—indicating a strong culture of accountability and independence.</p>		
<p>The teacher skillfully established a respectful culture grounded in affirmation, academic value, and student-centered learning in the following ways.</p> <p>The teacher cultivated a respectful, affirming, and inclusive classroom culture. Throughout the lesson, the teacher intentionally reinforced student efforts and learning behaviors through the consistent use of positive language and affirmations. Phrases such as “Yes, that’s right,” “Yes, you’ll put the text,” and “Yes, because of her arrogant actions” were frequently used to affirm student responses, which not only validated student thinking but also helped build a supportive and encouraging tone across the learning environment.</p> <p>Students began the lesson by reviewing and building upon their writing from the previous day. This practice signaled that their work is valued and contributes meaningfully to ongoing learning, fostering a sense of ownership and pride in their academic progress. It further reinforced the idea that student contributions matter, which is a key indicator of a classroom where respect and high expectations are embedded in the culture.</p> <p>The teacher’s consistent, respectful tone and her emphasis on students’ thinking created a climate where students felt safe to take risks, share ideas, and engage deeply with challenging content. These behaviors reflect a learning environment in which mutual respect, student dignity, and academic engagement are consistently upheld.</p>	<p>Respectful Culture</p>	<p>4</p>

Evidence Notes	Instruction Indicator	Average Score
<p>The teacher ensured lesson content was grounded in state academic standards and communicated clearly articulated learning targets to students.</p> <p>At the outset of the lesson, the teacher led a whole-group review of the posted learning targets:</p> <ul style="list-style-type: none"> • <i>“I can summarize Arachne’s and Minerva’s stances in two to three sentences.”</i> • <i>“I can write about one of Arachne’s behaviors or actions and describe which character trait motivates it in a TO-SEEC paragraph.”</i> <p>The teacher facilitated active student engagement with the objectives by prompting discussion around key vocabulary: T: <i>“What is an important word from that?”</i> S-boy: <i>“Summarize.”</i> T: <i>“Yes, summarize is important.”</i> S-boy: <i>“Stances.”</i> T: <i>“What does stances mean?”</i> S-boy: <i>“It means point of view.”</i> T: <i>“So that means I’m going to be connecting these two main characters’ points of view and to summarize what their arguments are.”</i></p> <p>For the second objective, the teacher again prompted students to identify critical terms, guiding them to focus on <i>“behaviors”</i> and <i>“actions”</i> as key components. The teacher reinforced this by stating, <i>“We want to lump those together and argue which behaviors motivate her character trait,”</i> helping students conceptually connect the vocabulary in the target to the analytical work required during the lesson.</p> <p>Throughout the instruction, the teacher repeatedly referenced the learning targets, using phrases such as <i>“Let’s go over our objective”</i> and <i>“Do you see how that is tying into our objective?”</i> This showed a consistent emphasis on goal-driven instruction.</p> <p>Additionally, when the teacher and a student agreed on <i>“arrogant”</i> as a character trait, it demonstrated how academic vocabulary was anchored in lesson tasks and reinforced in real-time, ensuring students were meaningfully engaging with the target concepts.</p>	<p>Standards and Objectives</p>	<p>3</p>
<p>The teacher actively fostered a classroom environment where students were engaged in learning through encouragement,</p>	<p>Motivating Students</p>	<p>3</p>

<p>interactive tasks, and a variety of scaffolds designed to promote success.</p> <p>Throughout the lesson, the teacher used specific reinforcement to recognize effort and validate student thinking, with statements such as <i>“You’re doing good”</i> and <i>“That’s a perfect point,”</i> which contributed to a positive emotional tone and encouraged students to persist in their work. Students remained engaged and were observed working to complete each task, reflecting intrinsic and extrinsic motivation supported by consistent teacher interaction.</p> <p>A variety of structures were incorporated to provide multiple entry points for success:</p> <ul style="list-style-type: none"> • Teacher modeling and examples were used to clarify expectations. • Sentence starters and structured student work pages helped all learners access the task. • Group interactions and partner tasks facilitated peer learning, providing students with opportunities to discuss and refine their ideas. <p>Students were prompted to think critically and interact meaningfully with each other through guided discussion questions:</p> <ul style="list-style-type: none"> • <i>“What is one idea you both included in your summaries?”</i> • <i>“What is one idea that was different in your summaries?”</i> • <i>“Review the reading. Decide whose summary is the closest to the main idea of Minerva’s and Arachne’s arguments.”</i> <p>These partner tasks encouraged deeper processing of the content, and students were provided choices and peer collaboration that promoted ownership of learning.</p> <p>The teacher further supported engagement with interactive strategies such as pair-and-share discussions, collaborative chart work, and frequent prompts to begin work (e.g., <i>“Go ahead and get started”</i>), maintaining a brisk pace that held student attention and minimized downtime.</p>		
<p>The teacher used clear and purposeful visuals throughout the lesson to establish and organize content. A smartboard displayed the text image, task pages, and sentence starters, while a list of character traits remained accessible to support student</p>	<p>Presenting Instructional Content</p>	<p>4</p>

<p>responses. These visuals previewed the task and helped frame student thinking by linking character actions to selected traits.</p> <p>Instruction was logically sequenced and clearly segmented. The teacher guided students through each part of the task, asking thinking questions to the whole group to model expectations. Students recorded responses on structured student sheets, although some sections were incomplete (see student work samples).</p> <p>Modeling was evident as students often copied the teacher's examples directly from the board. Communication was generally concise, and instructions were delivered clearly, as demonstrated by students' minimal procedural questions and their understanding of task steps.</p> <p>All essential content was present and aligned with the objective, with no distracting or irrelevant information noted.</p>		
<p>The lesson followed a clear, intentional structure aligned to the Amplify curriculum sequence, including a warm-up, discussion of learning targets, whole group instruction, guided practice, independent writing (with some scaffolds), and a closure activity with an exit ticket.</p> <p>The teacher moved through all sections of the lesson plan as designed, supporting pacing with prompts such as, <i>"We're just going to pause here. So, go ahead and finish that one out, okay."</i> This preparation helped maintain lesson flow while allowing students time to complete tasks.</p> <p>While the majority of students followed the progression, student work samples indicated varying degrees of task completion. The co-teacher supported a group of students working at different paces, ensuring all students could engage with the content at an appropriate level.</p> <p>During independent work, the teacher allocated 10 minutes for paragraph writing. When four students immediately raised their hands, it took the teacher two minutes to reach their table to address their questions, slightly delaying the feedback. The lesson concluded with the teacher collecting exit tickets and stating, "And that is the end of today."</p>	<p>Lesson Structure and Pacing</p>	<p>3</p>
<p>The activities and materials used throughout the lesson were aligned with the Amplify curriculum and supported the stated learning objectives. The lesson followed a structured flow: a warm-up/bell ringer to engage students and activate prior knowledge, clear communication of learning targets, whole group</p>	<p>Activities and Materials</p>	<p>4</p>

<p>instruction, guided practice, independent writing (with supports), and closure through an exit ticket.</p> <p>Students engaged in multiple formats—whole group, small group, and independent work—allowing for differentiation and varied learning experiences. Instructional strategies encouraged students to analyze character motivations and apply learning in writing. The teacher referenced the day’s objectives during the review:</p> <p><i>“Okay, so if you look back here, two goals for today summarized Arachne’s and Minerva’s stances, right? Did we do a good job of that? Yes... We also did it in the chart, right? And then, we applied that to write a TO-SEEC paragraph (rubric) about her behaviors and what character trait motivated that. Right. Okay.”</i></p> <p>Materials, including text excerpts, charts, and a structured writing rubric (TO-SEEC), supported critical thinking and written expression. Instructional pacing and alignment to lesson goals were reinforced as the teacher previewed the next day’s reading:</p> <p><i>“You’re going to find out what happens in the contest between a human and a goddess.”</i></p>		
<p>The teacher employed a range of content-relevant questions to prompt student thinking and guide comprehension. Questions often addressed key textual analysis and vocabulary, including:</p> <ul style="list-style-type: none"> ● <i>“What does arrogant mean? How can we put that in our own words?”</i> ● <i>“Why does Arachne believe that about her skills?”</i> ● <i>“What would be a good character trait to align with that action?”</i> <p>These questions were aligned with the lesson objectives and prompted students to connect character actions to textual evidence and traits, promoting a deeper conceptual understanding.</p> <p>The teacher also used questions to check for understanding and promote metacognitive thinking:</p> <ul style="list-style-type: none"> ● <i>“What could be a good way to start this off?”</i> ● <i>“Where do you think I would get my two details from?”</i> ● <i>“So, who believes that their talent was inborn?”</i> 	<p>Questioning</p>	<p>3</p>

<p>However, while questions were generally purposeful and text-based, at times, limited wait time was observed. For example, after asking, <i>“What trait would that align with?”</i> the teacher quickly followed up with, <i>“I mean, do you think that is positive or negative...so we probably want a negative trait,”</i> which may have curtailed deeper student reflection or discussion. Similarly, when a student raised a hand to respond to, <i>“What could be a good way to start this off?”</i> the teacher immediately provided a sentence starter without pausing for student input.</p> <p>Additionally, student-initiated questions were primarily procedural (e.g., <i>“Can we do this...?”</i> or <i>“What trait did you put here?”</i>), suggesting opportunities to promote a student-led dialogue around content further.</p> <p>While the teacher occasionally encouraged peer responses—<i>“We’re going to think about how can we respond to what he just read to us”</i>—the opportunities for extended student discourse and elaboration were limited.</p>		
<p>The teacher provided frequent and timely feedback that was primarily task-specific, supporting students in progressing toward task completion. Statements such as, <i>“She already believes she’s the greatest, right? So, we’ll go ahead and put that there. Good job. I want you to try to do this one on your own”</i> illustrate how the teacher used acknowledgment and gentle prompting to promote independence.</p> <p>Feedback often affirmed student responses (e.g., <i>“Yes, I like that answer,”</i> and <i>“You’re doing good”</i>), and in some cases, helped refine student understanding or deepen analysis:</p> <ul style="list-style-type: none"> ● <i>“Sometimes you have to explain a little further. Make sure you get it down.”</i> ● <i>“Yes, arrogant fits because she laughs and thinks she’s better than Minerva.”</i> ● <i>“When you used ‘decrepit old body,’ it was easy for me to understand how prideful Arachne was because that was the character trait.”</i> <p>The teacher also used targeted comments to connect student ideas back to the text, reinforcing key learning goals:</p> <ul style="list-style-type: none"> ● <i>“That’s great you went ahead and drew the connection that the old lady was dressed as Minerva.”</i> ● <i>“Very good. You hit all the points.”</i> ● <i>“That is a perfect point to use.”</i> 	Academic Feedback	3

<p>Opportunities for student-to-student feedback were beginning to emerge. The teacher facilitated peer response by prompting students to listen and reflect on peer writing:</p> <p style="text-align: center;"><i>“While they're reading what they wrote, we're going to think about how can we respond to it.”</i></p> <p>The teacher also used questioning strategies as formative feedback to guide student thinking and next steps:</p> <ul style="list-style-type: none"> ● <i>“So, if I'm doing a T.E.A. paragraph, what do I need next?”</i> ● <i>“Which summary is better and why?”</i> <p>While feedback was generally supportive and aligned with the lesson goals, it leaned heavily toward affirmation and clarification, with limited evidence of prompting students to revise or extend their work beyond the initial response.</p>		
<p>Student groupings were intentional and strategic, supporting differentiated learning needs and peer collaboration. Students worked in a combination of whole group, small groups, and independent settings throughout the lesson. Seating was arranged in small groups of 3–4 students, fostering consistent opportunities for peer interaction and support.</p> <p>Students collaborated to paraphrase text evidence, analyze character traits, develop interpretive arguments, and cross-validate understanding. The teacher structured tasks that required purposeful interaction, such as:</p> <ul style="list-style-type: none"> ● <i>“Look at #3. Work with your partner to compare your summaries.”</i> ● Students then discussed <i>“three questions”</i> focused on identifying similarities and differences in their summaries, culminating in a decision about <i>“who had the better summary,”</i> which required both comparison and justification, enhancing the rigor of the group work. <p>Students were encouraged to ask questions within their group and were observed providing mutual support throughout the task. This collaborative environment enabled peer-to-peer learning and reinforced student accountability for the task outcomes.</p> <p>There was evidence of deliberate grouping by performance level: one group included strong writers, while another group worked with the co-teacher, receiving targeted support to address students' needs for additional scaffolding.</p>	<p>Grouping Students</p>	<p>3</p>

<p>Overall, the grouping structure supported student engagement and academic success by promoting interaction, encouraging peer feedback, and tailoring support to meet individual student needs.</p>		
<p>The teacher demonstrated strong content knowledge and a clear understanding of the lesson’s instructional goals, as aligned with the Amplify curriculum. This lesson, situated as the second in a five-lesson sequence on the Arachne myth, required students to analyze character traits and consequences, building on analytical skills introduced in the Prometheus sub-unit. The teacher’s instruction reflected this progression and deepened students’ understanding of character motivation and textual evidence.</p> <p>Throughout the lesson, the teacher revisited and reinforced the learning target, ensuring students remained focused on the objective. She made effective use of classroom supports to differentiate instruction, including content-specific anchor charts:</p> <p style="text-align: center;"><i>“Look back at my chart right now. I’m starting to think about how can I have a character action motivate (link to) my character trait.”</i></p> <p>This reference helped students connect textual analysis to broader character development goals, reflecting the teacher’s ability to link content to key concepts and learning progressions.</p> <p>By embedding prior learning, using instructional scaffolds, and prompting students with accurate, discipline-specific language, the teacher exhibited proficiency in delivering content with clarity and coherence. These strategies supported student understanding and aligned directly with both the lesson content and long-term unit goals.</p>	<p>Teacher Content Knowledge</p>	<p>3</p>
<p>The teacher demonstrated strong knowledge of individual student needs by intentionally implementing multiple differentiation strategies outlined in the Amplify curriculum. These adjustments reflected her awareness of students’ performance levels and learning profiles.</p> <p>Differentiation was evident through intentional grouping and the strategic use of supports:</p> <ul style="list-style-type: none"> ● A group of four students received targeted assistance from a co-teacher. ● Stronger writers were given a more rigorous task, requiring them to justify more complex character motivations: 	<p>Teacher Knowledge of Students</p>	<p>3</p>

<p>Teacher to a small group: <i>“So since you guys are like my strong writers, I want y’all to choose this one back here. The harder one to support is proving her (Arachne’s) actions are appropriate. Okay.”</i></p> <ul style="list-style-type: none"> • The teacher provided sentence starters to scaffold responses for students needing more structured support: <p>T: <i>“So we’re going to be using these sentence starters on that part.”</i></p> <p>Student collaboration was encouraged within small groups, allowing for peer support and reinforcing a classroom environment that is responsive to varying readiness levels. The teacher’s check-ins with individuals, such as:</p> <p>T: <i>“Okay, we’re right here, buddy,”</i></p> <p>This further illustrates her attunement to individual needs and her commitment to ensuring that all students can access the content.</p> <p>This evidence reflects the teacher’s ability to differentiate instruction and provide equitable access to rigorous learning.</p>		
<p>The teacher consistently prompted students to engage in higher-order thinking, including analytical and practical reasoning, by pushing them to interpret character actions, make inferences, and paraphrase textual evidence in their own words.</p> <p>Throughout the lesson, students engaged in analytical thinking as they identified and evaluated evidence from the text. For example, as a class, they identified three key textual moments, which they then paraphrased individually:</p> <p>Student writing: <i>“Arachne yells at the old woman, which is really Minerva.”</i></p> <p>The teacher supported students in connecting character actions to motivations, a cognitively demanding task:</p> <p>T: <i>“We’re thinking about how her actions motivate what?”</i> T: <i>“Her actions motivate what? Her character trait, right?”</i></p>	<p>Thinking</p>	<p>3</p>

<p>Practical thinking was also encouraged as students used their own language to summarize textual meaning:</p> <p><i>T: “Hey, and keep in mind, when we’re citing evidence, it’s helpful to refer to the poster back here for that, right?”</i></p> <p>The teacher prompted students to examine the cultural context and consequences of character decisions:</p> <p><i>T: “Yes. And that’s a big deal during this time period. Because what are you supposed to do with gods and goddesses?”</i> <i>S: “You’re supposed to worship them.”</i> <i>T: “So the fact that Arachne is kind...” [implying defiance or disrespect]</i></p> <p>These interactions demonstrate the teacher’s effective use of questioning and scaffolding to foster students’ analysis, reasoning, and interpretation.</p>		
<p>The lesson required students to analyze and solve problems by identifying and categorizing text evidence, linking character actions to traits, and drawing conclusions based on their analysis. This process engaged students in complex thinking, requiring them to synthesize textual details and interpret abstract themes, particularly in the context of Greek mythology poetry.</p> <p>Students were tasked with identifying core textual elements, extracting relevant evidence, and making connections between those elements to develop interpretive claims. For example, one student wrote:</p> <p><i>“I can picture that scene where Arachne is yelling at the old woman because she is like, your brain totters like you took her dead body, which means that she should have used her brain instead of just not. I mean, her brain is rotting just like her body—there’s blood on it. When you wrote the evidence where you totter like your dead body, which shows where she is being very rude to that old woman, yelling at her, acting like a very rude jerk.”</i></p> <p>This response demonstrates the student’s ability to extract and analyze evidence, drawing conclusions about character traits based on textual analysis.</p>	<p>Problem Solving</p>	<p>3</p>

<p>The teacher provided opportunities for structured reasoning frameworks, guiding students to match evidence with claims:</p> <p><i>T: "So you can work together on this. You can go through and look at your highlights and then paraphrase them in the left side. Okay? So, spend the next two minutes getting paraphrases over into the left side of her action. Her behavior."</i></p> <p>By paraphrasing and categorizing evidence, students engaged in problem-solving to link actions to character traits, fostering a deeper understanding of the text's meanings.</p>		
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