



Differentiated Visual Analysis using a Graphic Novel

Explore how one PLT differentiates analysis instruction for English 10, Advanced English 10, and Honors English 10 using the same graphic novel.

Purpose Statement

- Today I am practicing visual analysis instruction and reflecting on the appropriateness of the differentiation.
- I am successful when I use my experience and knowledge to evaluate the differentiation and takeaway ideas.
- It is important for me to do this because giving and receiving feedback and ideas contributes to my and other teachers' growth.

The Journey

Many years ago . . . English 10 new focus - World Literature

Challenge to find text . . . sought complex text all sophomores could access

Librarian recommended . . . *American Born Chinese* by Gene Luen Yang

- Thematically relevant
 - Course EQ: How does one form an identity that remains authentic for him/herself while still respecting the global community?
 - Philosophy and Culture unit EQ: How do philosophies help create a cultural identity?
- Culturally relevant (to sophomores)
- Opportunity to focus on visual analysis

The Levels of Classes

English 10 . . . career readiness focus

Advanced English 10 . . . college readiness focus

Honors English 10 . . . pre-AP focus

OPTIC ACTIVITY (Demonstration)

- OPTIC handout
- 3LD handout
- Example (the rubric for this example is in the HONORS packet)

Section 1 – use page 19 for OPTIC

ABC Page 19



"Defeating"
many did not
raise the
Monkey King's
status or
improve anyone's
opinion of
him

Differentiated ...

We differentiated the **process** and the **product** according to student's **readiness**.

AND

All levels are offered some **choice** in the page they analyze for their final product based on their **interests**.

Honors English 10

Process:

- Analyze one page to explain how the author used two parts relationships to build one theme.
- Identify the ideas and issues the author is presenting
- Identify and describe parts relationships
- Infer theme

Product:

- Write two arguments three-layers-deep

Honors Materials, Rubric, and Sample 3LD

- Assessment Assignment Sheet
- Assessment Rubric
- OPTIC (graphic organizer)
- 3LD (activity)
- Student Samples

ABC Page 35

"play" not understood to understand

Equal opp notes?



A year of "friendship" - dysfunctional - how could this (meet Jin?) 35

Advanced English 10

Process:

- Analyze one page to explain how the author used two parts to build one theme.
- Given some and identify more ideas and issues the author is presenting
- Identify and describe parts
- Given some and infer more themes

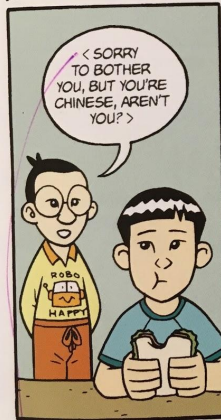
Product:

- Write two arguments three-layers-deep (compare the honors and advanced rubrics)

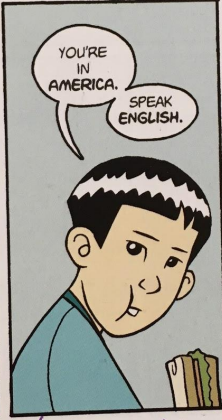
Advanced Materials and Rubric

- Assessment Assignment Sheet
- Assessment Rubric
- OPTIC (graphic organizer)
- 3LD (activity)
- Student Samples

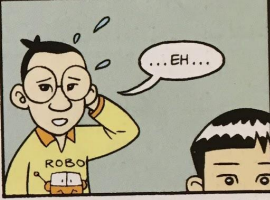
ABC Page 37



< SORRY TO BOTHER YOU, BUT YOU'RE CHINESE, AREN'T YOU? >



YOU'RE IN AMERICA. SPEAK ENGLISH.



...EH...



... YOU-YOU- CHINESE PERSON?

YES.

< > = speaking Chinese
fear-sweat
don't want to
face 37 himself

ABC Page 40



*On some level - became
ok with himself*

English 10

Process:

- Analyze one page to answer an essential question
- Given keywords that present the ideas and issues (deliberately teach vocabulary)
- Given focus for finding and naming parts
- Given an essential question to answer

Product:

- Write one argument three-layers-deep including textual and personal evidence
- Demonstration speech

Materials, Rubric, and Student Sample Work

Instructor's "ABC Instruction and Assessment" document

OPTIC (graphic organizer)

ABC 3LD Response to Essential Question assignment sheet

ABC 3LD Response to Essential Question rubric

Evaluate the Differentiation

- What are the opportunities?
- How would you revise or expand on these ideas?

Takeaways

- What are the gems?
- Why would you choose to steal those ideas?