

## TASK 1: PLANNING COMMENTARY

Respond to the prompts below (no more than 9 single-spaced pages, including prompts) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus: Main Idea and Supporting Details
  - a. Describe the central focus and the essential literacy strategy for comprehending OR composing text you will teach in the learning segment.

[The central focus is for students to be able to identify main ideas and supporting details in informational text. To teach this I will use a story projected on the board for students to visually see and follow along. We will talk about where the main idea is usually found in a text and that the details follow. I will also use a poster to show students examples. At the completion of the lessons students will be able to do what is asked.]

- b. Given the central focus, describe how the standards and learning objectives within your learning segment address the essential literacy strategy related skills that support use of the strategy reading/writing connections

[The Minnesota state standards are what I used to make sure my objectives were aligned for 4th grade students. For the three lessons the objectives are the same the instruction of the lesson changes to meet the different needs of students when they are learning. I wanted all of the students to be able to identify the main idea and find details within the different texts. The school I am in uses the text Journeys by Houghton Mifflin Harcourt. In the text they start with whole group teaching the main content. On the first day of teaching the lesson I included a projected text for students to see where to find the main idea and details. At the end of the whole group teaching the first day the students then broke off with a partner to practice finding the main idea and details within a short reading. Students were able to discuss with a classmate where the main idea and details were found so they gain some confidence when it comes to looking in text. The second day of teaching I included a game that I had found where students look at details in a bag to come up with main idea. This was a good way for students to get up and move around the room and still learn. The third day we went back to whole group teaching to review the concept of main ideas and details. I was able to include a poster as a visual for students to remember what the main idea is and what the details are as well.]

c. Explain how your plans build on each other to help students make connections between the essential literacy strategy to comprehend OR compose text and related skills that support use of the strategy in meaningful contexts.

[ The concept of main idea and details builds with each lesson that was taught. The first day being a whole group lesson for students to initially remember what the main idea is and what the details are within a text. Each day a new activity was used to further the students knowledge on the topic being taught. Each day it will be instilled in the students that the main idea is the topic of the story or text and the details are telling more about the main idea. The main idea is usually at the beginning to tell the reader what the story or text will be about. The details will then follow with more about the main idea. During the lessons I have included looking at different short readings for students to see where the main idea is and where they can find the details. I also include talking about using a web to organize the information. Using the web helps students to visually see how to organize the information that they found. During the lessons I will have students think about and answer questions about the main idea and details to see what they know already and what they have learned at the end of the lesson.]

## 2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students). Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.

[ All of the students in the classroom have been exposed to the topic of main ideas and details in previous grades. Learning about this topic will not be the first time. In previous weeks students have discussed what the story has been about this could be looked at as finding the main idea. In previous weeks during writing class time students have been asked to write a paragraph about a topic. For the assigned writing students are asked to start with a topic sentence followed by examples. This can be looked at as the student stating the main idea and giving details in the following sentences.]

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

[I know that the students are constantly reading different stories both on their own and as a class. Students discuss the different readings on many occasions. Every week the students are tested on the story of the week that is straight from their textbook. The story is read at least three times during class time and then it is expected to be read at home with an adult. Students are asked to answer questions about the text during the class reading and to think about what is happening in the story. After students complete their independent book they are expected to take an accelerated reader test the questions are generated by the testing sight that is used. Students are asked to think about and answer questions based on the story that they read. All of the stories that students read are done within their own reading level. As the teacher I know where each student is at when it comes to their independent reading level. ]

### 3. Supporting Students' Literacy Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, use principles from research and/or theory to support your justifications.

Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.

[ The students have learned about main ideas and details prior to being in fourth grade. Knowing this I will be able to review and discuss what the main idea is and what details are. I will be able to ask students what they know about the main idea and where it can be found. I will also be able to ask students about the details and where you can find them in the text or short reading. This will allow the instruction time to be shorter and for students to use the time to practice the skill of finding the main idea and details on their own or within a small group. I will then be able to walk around to the students to listen to different discussions on the task being completed. Before starting the lesson I was able to notice that the students in my class are kinesthetic learners and enjoy moving around the classroom to learn. Some of my students also learn better when they can discuss different topics with their peers which will touch on the interpersonal students. This came from Howard Gardner's eight different learning styles. This gave me the idea for lesson two when the students are able to get up and move from station to

station to discuss with a few classmates about what is found in the different bags. I also know that some students in my class cannot always work together without causing a disruption or getting into an argument. In this case I will be assigning the different groups for lesson two. ]

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[In my class I have one student that has trouble reading on their own. The student is currently being tested for special education services but nothing has been identified yet. Knowing this I will be sure to have the class read the text for instruction together as a class so the student is aware of what is in the text. However, on the pre and post test the student will read the test on their own since there are no accommodations in place at this time. I will be able to get a good evaluation of what the student is able to do on their own independently. I also have a few students that take longer on tests or assignments. In this case I will provide an accurate amount of time to complete each task. Students that finish early will just be asked to read silently so they are not disruptive to students still working.]

c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

[Students in fourth grade tend to think that the main idea comes from the title. Yes in most cases it does but as a reader you cannot just stop at the title for the main idea. I will teach and remind the students that the main idea comes from the topic sentence which is found at the beginning of the writing. Students will also be confused on the amount of details in a short story or text. The amount of details will actually change depending on the text. Some readings will have a lot of details while others will be short. Students will also get confused on important details versus small less important details. Students cannot fully distinguish between the most important and the less important details. ]

#### 4. Supporting Literacy Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. Language Function. Using information about your students’ language assets and needs, identify one language function essential for students to develop and practice the literacy strategy 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.

Analyze	Argue	Categorize	Compare/contrast	Describe	Explain
Interpret	Predict	Question	Retell	Summarize	

[ The main language function for the three lessons is describe. The students will be expected to describe what main ideas and details are and also to describe where they can be found within a text. By the end of the three lessons I will expect the students to be able to describe what the main idea and details are to someone that has not been in the class for the lessons.]

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential literacy strategy. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[In lesson two on March 1 when the students are moving from bag to bag with their group they will be expected to describe and discuss how the details from the bag relate. Some students will not know what some of the materials are so with their group the students will need to describe how they can be used and how they can be grouped together. The students will then describe a main idea that is found from all of the items found in the different bags. ]

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

Vocabulary or key phrases

Plus at least one of the following:

Syntax

Discourse

[ The students will be writing their answers to the assessment. The students will read the short reading on their own. After reading the story students will fill in the web with the main idea and

four details from what they read. The web will be the same for both assessments the reading will be what changes. Students will be expected to use correct syntax when writing so that what they are writing makes sense. The students have been working on writing skills all year so they are aware of what a complete sentence needs.]

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

Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary or key phrases, discourse, or syntax).

[ To help students understand main ideas and details I will have projections on the board for a visual and also a poster. The projection I will use during the first lesson on day one. This will include a web for students to see how to organize their information in a logical way. Students will be able to look at the poster when working independently as a reminder of what the main idea or details are. There will also be enough practice during class work time for students to gain confidence when it comes to finding the main idea and details in a text. Students will be able to discuss with a classmate where this can be found. I will be walking around the classroom to listen to students discussions while they work on the assigned worksheets or activities (lesson 1 and lesson 2). ]

## 5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend OR compose text AND related skills throughout the learning segment.

[In fourth grade the students are taking formal assessments on their own. Students are expected to answer the questions independently and to the best of their ability. My pre and post assessments are similar in what the students answer. The only difference is the story that they read. Students will be expected to describe what the main idea is from the reading and also what the details are within the short reading. In lesson one on day one I will begin with the students filling out the pre assessment on their own without any instruction beforehand. I will tell the students to try their best because I want to see what they know about the topic. ]

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

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[ For the students with IEPs I will simply just give an adequate amount of time to finish. One of the students has a problem with handwriting so on the assessment I will make sure there is enough space to write so the student is able to include the answer in the space. I will give oral directions before the students begin so everyone knows what is expected to be done on the assessment. I will not read the assessment story to the students however because it is an on level reading level. ]

*SUBJECT \\* MERGEFORMAT Elementary Literacy*

*Task 1: Planning Commentary*

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*Secondary English-Language Arts*

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## **TASK 2: INSTRUCTION COMMENTARY**

Respond to the prompts below (no more than 6 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert no more than 2 additional pages of supporting documentation at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

**1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.**

[Video one is lesson plan number 1. Video two is lesson plan number two.]

**2. Promoting a Positive Learning Environment**

Refer to scenes in the video clips where you provided a positive learning environment.

- a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

[ Throughout both videos I have mutual respect and rapport with all of the students by using their first names when talking to them. I also make sure to move around the room at different points to show the students that even though they are in the back row their work is still just as important. This also helps the students to stay focused with close proximity. I also allow the students to ask questions if they are confused or do not understand something that I said. The hard part for the students was that they knew I was recording and knew where the camera was placed. At some points during the clip you can see specific students look over at the camera. During video one I used visuals on the board for students to see what I was talking about. Some of the students in my class learn better when they can visually see the examples in front of them. While other students are able to learn just from listening to what the teacher is saying. I was able to provide both of those teaching styles in lesson one. At the end of lesson one students were able to practice what they had learned from the lesson and I could see from the worksheet if the students understood the material. During video two I used another visual in the form of a poster. On the poster I had the meaning of the main idea and details. I also included examples for students to read. During lesson two I also included a game where students moved around the classroom to look at different details and come up with the main idea. This helped the students that need to move around to learn. The students were able to take the items out of each bag to decide what the main idea of the bag was.]

**3. Engaging Students in Learning**

Refer to examples from the video clips in your responses to the prompts.

- a. Explain how your instruction engaged students in developing an essential literacy strategy and related skills.

[In video one from the time 25 seconds to 35 seconds you can hear that I am giving the students a definition of what the main idea is in a story or text. Students will be able to think about the definition



while they are reading different stories or texts to decide what the main idea is of what they are reading. During video one I use the board to show the students where the main idea and details can be found within a writing this is found at the time one minute. Also during video one at the time 1:40 I show the students how to use a web to organize the main idea and details. I use the board for a visual so students can see where the different information can go. At the beginning of video two as a class we read the objective which is written on the board as a class. By reading this as a class students can be aware of what they will be learning and what they will be able to do at the end of the lesson. Before starting the activity in video two you can see as a class we review what the main idea and what details are. I use a poster to help the visual learners see the definition followed by the examples. As a class we read what the main idea and what details are within a text. This was done between the times of 20 seconds to 46 seconds in video two. I also include examples on the poster. I read the main idea to the class and explain how I organized the poster with I colors. I also randomly chose students to read the details for the example on the poster. This is found between the time of 50 seconds to 1:56. At the time of 1:25 in video two I asked one of my focus students (student number one) to read an example. Here you can see in the video that he starts to read the wrong example and I acknowledge his mistake and he fixes it. During video two you can see how the students will pull out the examples from each bag and as a group will decide on the main idea. Students will be able to practice their skills to infer what the main idea is based on what they find in the bags. I found that when students do an activity they will be able to remember the information longer instead of when they just sit and listen. At this age the hands on activities tend to stay in their mind better than just listening.]

b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

[ After hearing what the main idea and details are within a text students can think about previous stories that they have read to think about what the main idea was. The students can also think about different details that they have read to add examples for the main idea. Students will also use what they have learned to apply to their writing skills as well. When the students are writing they will need to remember to include the introduction to tell the reader what the main idea is. The students will also need to include details after the introduction to explain their main idea. ]

#### **4. Deepening Student Learning during Instruction**

Refer to examples from the video clips in your explanations.

a. Explain how you elicited and built on student responses to promote thinking and apply the essential literacy strategy using related skills to comprehend OR compose text.

[In video one the first thing I ask the students is if someone can tell me what the main idea is. I called on a student to respond and she came up with that it is the topic of our story. I repeated her answer to the class because she is a quiet student and I knew the students in the back could not hear. I could have had her repeat her answer but from working with her previously I knew asking her to say it again would not have been the best choice at that time. I also add to her explanation at 30 seconds by stating that it will tell us what will be talked about in the story or a section of reading. I also give the example of when they are writing a paper and how they say what the paper will be about in the beginning. .]

b. Explain how you modeled the essential literacy strategy AND supported students as they practiced or applied the strategy to comprehend OR compose text in a meaningful context.

[I modeled the essential literacy strategy by guiding the students on where to find the main idea and details within a text. I supported the students by allowing them to practice the skill with practice in class. I also walked around the classroom while the students worked and gave comments where needed. The students were also able to ask questions when they did not understand. If I were to teach this lesson again I would do a practice together as a class. That would include reading a text together and having students show where they can find the main idea and details within a text. This would help the visual learners see where the different parts can be found when reading a text.]

## **5. Analyzing Teaching**

Refer to examples from the video clips in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[I wish I would have had the poster the first day for the students to visually see the definitions and to help them remember the meanings. After teaching the lesson I found a journal page that would have worked with the main idea and details. This would have been a resourceful tool for the students to refer to when working on other assignments. The students will be able to flip to the page in their reading journal as a reference. If I would teach this topic again I will consider using the journal page or one similar.]

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

[ The addition of the journal page would be a good resource for the students to use in future lessons or assignments. This would also be a good visual for students to highlight and see where the main idea or details are found in a short paragraph.]

### TASK 3: ASSESSMENT COMMENTARY

Respond to the prompts below (no more than 10 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (no more than 5 additional pages) to the end of this file. If you submit a student work sample or feedback as a video or audio clip and you or your focus students cannot be clearly heard, attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of this file. These pages do not count toward your page total.

1. Analyzing Student Learning

a. Identify the specific learning objectives measured by the assessment you chose for analysis.

[The objective for all three lessons was that at the completion of the lesson students will be able to identify main ideas and supporting details in informational text. The objective met aligned with two different standards: CCSS.ELA-LITERACY.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Standard One) CCSS.ELA-LITERACY.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.]

b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

[

Figure One: My three students

Question	Number of points per question	Type of question	Number of students who answered correctly	Number of students who answered incorrectly
Main idea	2	Identification or describe Standard One	Pre-Assessment: 2 Post Assessment: 1	Pre-Assessment: 1 Post Assessment: 2
Detail One	2	Identification or describe Standard One	Pre-Assessment: 3 Post Assessment: 3	Pre-Assessment: 0 Post Assessment: 0
Detail Two	2	Identification or describe Standard One	Pre-Assessment: 3 Post Assessment: 3	Pre-Assessment: 0 Post Assessment: 0
Detail Three	2	Identification or describe Standard One	Pre-Assessment: 3 Post Assessment: 3	Pre-Assessment: 0 Post Assessment: 0
Detail Four	2	Identification or describe Standard One	Pre-Assessment: 2 Post Assessment: 3	Pre-Assessment: 1 Post Assessment: 0

Figure Two: The whole class

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Both the pre and post assessment were worth 10 points. Each space in the web was worth two points. I would give the student all two points if they correctly identified either the main idea or detail depending on the bubble and what was being asked. If the student somewhat gave an answer they would receive one point and if the answer was completely wrong they would get zero points. Overall the class did pretty well on both the pre and post assessment. The students that struggled I was not surprised about because they are the lower end readers and did not do as well in language arts. I did notice a few students go down from the pre-assessment to the post. This could have simply been on that the post assessment article was a little more challenging than the first assessment. Overall I know that those students understand what they were supposed to be looking for but missed the exact point.]

c. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to the essential literacy strategy related skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

[Most of the students were able to correctly identify both the main idea and four details in each article. However where the students struggled the most was when they had to correctly identify the main idea. In some cases the students were not specific enough or what they put down was actually an example for the main idea.]

d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[In both videos the students are sitting in the same seats but the video angle for video one and two are different. In video one you can see my male focus student (student #1) sitting in the right hand corner. He

is wearing a lighter grey shirt and has short blonde hair. My second focus student (student #2) can be seen in video number two and is the second student in the back row on the left side. She has the dark blue long sleeve shirt on (not the sweatshirt) and she has glasses. My third focus student (student #3) can be seen in the first video at 47 seconds and answers the question about details. She is wearing a black shirt. She can also be seen at the time 3:35 in video one when she is handing out the worksheet.]

## 2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

a. Identify the format in which you submitted your evidence of feedback for the 3 focus students.

(Delete choices that do not apply.)

Written directly on work samples or in separate documents that were provided to the focus students

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

[The feedback was written on the work done by each student. The students got the assignment or assessment back to see how they did and read any comments. Students were then able to ask questions if needed. ]

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

[When grading the assessments and worksheets I knew what I was looking for in each. The assessments were graded the same. The student was to have the main idea which was found at the beginning of the paragraph followed by four different details that were found in the short readings. The scoring for this can be seen in the rubric. I wanted the students to be able to correctly identify the main idea and details in both assessments and if they were not able to I took the writing and underlined where it could be found. With it being underlined for them they are then able to see correctly where it can be found.]

c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

[ For the students that were not able to correctly identify the main idea I will sit down with them individually to show them personally where it can be found. If the student is still not able to correctly find the main idea I will think of other practice that will be able to help them over time. However not all of the focus students will need extra practice because they have already shown mastery of finding the main idea within a text (student #3). Another item besides main idea and details to continue working on with the students is spelling and complete sentences when writing. For example in student #2's pre-assessment she

has some spelling errors. I will continue to encourage her to use a dictionary or other resources when it comes to writing. ]

### 3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students' language use from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.
2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
3. Use the student work samples analyzed in Assessment Task 3 and cite language use.
  - a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the selected language function, vocabulary or key phrases, AND discourse or syntax to develop content understandings.

[ For all of the students they were able to answer at least half of the assessment correctly. Students were able to read the short text on their own and correctly identify half of what was asked. Students were to find at least four details and decide what the main idea was. Some students were not able to correctly identify the main idea and would use a detail instead. Something to consider when teaching this again is that a detail is not the main idea. The main idea will be the most important in the text and will come toward the beginning. ]

### 4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:

For the whole class

For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).



[To further the students learning I would like to include a practice done together. This would be where the class read a short story or text together as a class. When the reading is done the class will discuss what the main idea is from the reading. Together we will locate it in the text and underline where it is found. After finding the main idea we would move to the details. Together we would find different details from the text and underline where they are found. This will help the struggling students to visually see where each item can be found within a text. Another way to further the lesson is for students to create their own stories. Within their story they will have to include the main idea at the beginning followed by the details. This will help the students to realize that it is important to include those different parts when writing so that they reader can fully understand what the writer is saying. ]

b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

[Students can learn more by doing. The more the students do in one topic the better they will become at doing the task. When discussing where to find the main idea and details with the class each student will be able to gain more confidence to be able to do it on their own. Students also need a visual when learning a topic. A lot of the students in my class cannot learn unless they can visually see what is being talked about. If they just hear what is being said it will be forgotten before they even start the homework. With the students writing their own they will also have more practice doing what is being asked. This is another way for students to gain confidence when finding the main idea and details. Since they took it the next step by writing the finding will become easier. ]

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