

TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (no more than 4 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

Elementary school: x

Middle school:

Other (please describe):

2. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)[1]

City:

Suburb:

Town:

Rural: x

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[The school is a K-2 early elementary school with 468 students. 5% of the students are English Language Learners, 16% qualify for special education, 41% qualify for free or reduced lunch, and 1% are homeless. The school is a majority of Caucasian at 77%. The rest of the student body is made up of 11% Hispanic, 8% African American, 2% Asian, and 2% other ethnicities. 42% of the teachers have their master's degree and 55% of the teachers have worked in the district for at least 10 years. The school's goal is to prepare them for standardized tests. The teachers are highly collaborative; they have grade level meetings each week to ensure accountability and alignment with the standards. Two paraprofessionals come into the classroom once a day. The first one comes in during math. The second one comes in for literacy small groups. The teacher prepares what the paraprofessional is to do. The task is to lead discussions through questioning and graphic organizers. The classroom is set up in a rotation style. The morning has three literacy and math rotations Monday through Wednesday. Thursday and Friday have a literacy and math rotation in the morning and in the afternoon. This allows for the teacher to group the students based on their readiness for the material. During the

segments that will be recorded, the class is broken up into three groups. The classroom teacher, a paraprofessional, and myself take one group for 30 minutes.]

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[Students take the FastBridge computer administered test. They can take the test up to three times a year. They test once every fall, winter, and spring. The district aligns English Language Arts curriculum to the Common Core State Standards by using Houghton Mifflin *Journeys* 2014. Each week the students focus on a certain skill and story. The students read the story three times followed by a test. They learn the target skill in small group lessons. Monday has the students working in their Reader's Notebook. In the Reader's Notebook, the students are working on phonics skills like homophones, bossy R, rhyming, antonyms, synonyms, etc. These skills show up in the story and other activities for the week. The students also get an introduction to the anthology story on Monday and an introduction to the target skill of making conclusions, finding the main idea, identifying characters, etc. The last skill that is introduced on Monday is the target strategy of summarizing, comparing and contrasting, etc. The target skill is also introduced later in afternoon Story Groups which is what will be recorded. During story groups, the students are broken up into three groups based on readiness/ability. They are each given a leveled reader that correlates to the week's story. This story will be read Monday and Tuesday. On Tuesday, the students circle up on the red carpet and read the anthology story aloud together with the teacher. The teacher asks for volunteers to read. As they read, the teacher asks questions to gauge comprehension and to get the students to think beyond the text. Wednesday has the students in small group rotations. One rotation is a reread of the anthology story, the second rotation is a worksheet that hits the target skill, and during the last rotation, students work on an independent literacy program called Lexia. The Story Group for Wednesday has the groups reading a Magic Tree House chapter book. The teacher asks questions to align with the target skill or strategy of that week. On Thursday, the students take a comprehension test based on the week's anthology story.]

About the Class Featured in this Learning Segment

1. How much time is devoted each day to literacy instruction in your classroom?

[There are multiple blocks of literacy instruction throughout the day. There is a total of 2 hours and 30 minutes of instruction. The first hour is focused on reading the anthology story and gaining comprehension on the week's target skill or strategy. The students are either reading the story as a whole group, in small groups, or doing a graphic organizer that asks them questions from the story or aids in understanding the target skill or strategy. The second hour is flexible grouping where all the second grade on-level students come into our classroom and all our above and low level students go to two other classrooms. During flexible grouping time, the students are divided into three rotations. Two rotations read the on-level leveled reader and the above level leveled reader. The third rotation is where the students work on Lexia and are pulled for fluency tracking. The last thirty minutes is focused on certain skills that the curriculum is focusing on for that week (sequencing, identifying characters, writing, story elements, etc.)

This block is called Afternoon Story Groups. The class is divided into three groups and the each read a leveled reader and answer questions and fill out graphic organizers.]

2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

[The students are grouped by ability for most of the day. During flexible grouping, the on-level students come into my classroom where the students focus on vocabulary, phonics, writing, reading, etc. The students are grouped into three rotations and they read the above level and on level reader, supplied by Houghton Mifflin *Journeys* 2014, in two rotations. The third rotation allows for a teacher to track a student's words per minute and fluency. During the last 40 minutes, my class is broken up into above, on, and below level groups. The classroom teacher, a paraprofessional, and myself each have a group for 30 minutes. During these groups, the students read a leveled reader and fill out their Afternoon Story Groups Packet which include graphic organizers, prompts to answer, and spelling practice.]

3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

[The class utilizes the text: Houghton Mifflin Harcourt, *Journeys*, grade 2. 2014. During small groups various informational texts are utilized provide within the Journey's curriculum. During this learning segment, we will read the "Penguins," by Alan Wood.]

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

[To introduce each week's story, the SMART board is utilized to read the story and to go through workbook pages with the students. The class also has a classroom library filled with hundreds of books that are organized and separated by levels. The students are free to use them whenever they have free time or are assigned to pick one. I also use the books a lot throughout my lessons.]

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

[2]

2. Number of

i students in the class: 23

i males: 12 females: 11

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students

needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.[2]

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
Emotional/ Behavior Disorder (not included in the small group for segment)	1	<p>Access to wiggle cushion or ball for focus.</p> <p>Additional time for homework in reading or math.</p> <p>Instructors frequently check for comprehension.</p> <p>Special education teacher will have daily schedule on desk in the morning.</p> <p>Sensory breaks.</p>

Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications

English Language Learners who know a lot of English words	2	<p>Pre-teach vocabulary words and phrases through examples and graphic organizers</p> <p>Have writing prompts started</p> <p>Provide extra time or support Differentiate material to have less words on graphic organizers</p>
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Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
weakness in oral expression and fluency	1	Small Group Intervention

[1] If you need guidance when making a selection, reference the NCES locale category definitions (<https://nces.ed.gov/surveys/ruraled/definitions.asp>) or consult with your placement school administrator.

[2] California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

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

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 for this literacy segment is main idea and supporting details. The central focus is aligned with the second grade CCSS. ELA-LITERACY. RI identifying the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. The students are split up into three groups based on their ability. Their ability is determined based mainly on the Fast Bridge test scores. If the student has a certain score that is high risk, they will be put in the low-level group. The same goes for the on-level and above-level groups. Not only does the group get placed by their test scores but by teacher recommendation. The test scores can only tell so much about a student. If a teacher knows a student needs to be in a certain group, then the student will be placed there. There is the above group, on level group, and low level group. The group that will be analyzed in this segment is the on level group. The on level group will be reading a low level leveled reader. During the first two lessons the group will read a leveled reader, [Penguins by Alan Wood](#). This book is designed for the low level group. It has been chosen for the on level group to encourage a higher standard of fluency and accuracy when they read. This is to prevent the students from being discouraged by difficult words and focusing on how they sound when they read. The students read the on level book during flexible grouping. The first lesson focuses on finding details to support the main idea supplied by the teacher. The second lesson focuses on finding the main idea and the details to support the main idea. The third lesson has the students reading chapter 6 of [The Magic Tree House: Dolphins at Daybreak](#) by Mary Pope Osborne. This gives the students to opportunity to show what they know about finding the main idea and supporting details in a more difficult text.]

b. Given the central focus, describe how the **standards and learning objectives** within your learning segment address

- i the essential literacy strategy
- i related skills that support use of the strategy
- i reading/writing connections

[The standard CCSS. ELA-LITERACY. RI. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text aligns with the learning segment in that the students will be identifying the main idea of two different multiparagraph texts. The standard [CCSS.ELA-LITERACY.RF.2.4.B](#) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings gives the students the opportunity to read a text fluently to be able to find the main idea. If the students were unable to read the text and comprehend

what they were reading, finding the main idea would be difficult. The standard CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing; allows the students to demonstrate what they know about main idea by writing the information in a graphic organizer like in lesson one or in a paragraph/sentences like in lessons two and three. The students have been practicing proper sentence and paragraph structure prior to this learning segment. When the students are writing, the teacher reminds them to start the sentence with a capital letter and end with a punctuation. When starting a paragraph, the students are reminded to indent on the first sentence. In lesson three the students are expected to read fluently and with expression by following the standard CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. The students are expected to emphasize the exclamation points, raise their voice when reading a question, and speak the way dialogue is having the students speak. For instance, the sentence, “The octopus better let go! Before the whole ceiling breaks!” needs to be read in a way where the student sounds scared. Along with fluent and expressive reading, after the three lessons, students will gain an understanding of why good readers can state the main idea and list supporting details after reading a text. Good readers will know what they are reading by analyzing the text to find those details. Throughout the lessons, the students will be able to say why they need to find the main idea and supporting details. They will be able to state that is is important because there will be a time when they are not sure what they read. Once they piece the details together, they will be able to form a main idea.]

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 first lesson has the student focusing on finding the details with a supplied main idea. The goal is to introduce main idea and dive into finding those details that support the main idea. The second lesson has the students finding the main idea and the supporting detail. The students and the teacher will hold a discussion as to what those aspects are. The students will then take that information to write a paragraph talking about why penguins are good swimmers. This models for the students that the point of finding the main idea is to apply it to their writing or furthering their knowledge. The third lesson has the students reading a more difficult text to further apply their knowledge on main idea and supporting details. The students will be expected to find the main idea of a chapter in a chapter book and list two supporting details to back the main idea up in lesson three. Each lesson builds on the next in that a new level of difficulty is added by applying skills learned in the previous 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).

a. 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.**

[The group consists of six students. They are all on level students. Within the group there are the two students who fall in the bottom half of the on-level group. The other four on-level students would fall in the top half of the on-level group. The two low students have difficulty comprehending what has been read and coming up with answers to given prompts. One of the low students has a weakness in oral expression and fluency. Since they are so young, they have not been evaluated for special education services yet, trying pre-referral interventions in a response to intervention system that utilizes the small group work. During instruction, the teacher models what is expected when reading with expression and what pausing at punctuation sounds like. The student needs to hear how it should sound and be set up with high expectations from the teacher. It is expected that he pauses at all punctuation, sound excited at exclamation points, and raise voice when reading a question. The other lower student has trouble forming complete sentences that are comprehensible. For example, she will write sentences like so, "Elephant strong, big, and kind." Whereas she should write is as so, "The elephant is very strong, big, and kind." The small group intervention allows for the teacher to closely monitor her sentence writing by checking her work multiple times before she is okayed to move on. All the students can read with expression when I remind them. It is still necessary at most Story Group times to remind the students to read with expression and write correct sentences.]

b. 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?**

[The students are very interested in penguins. They love talking about what they know in regard to penguins they have already learned about. They had previously learned about the puffin penguin earlier in the year. Some of the students have seen penguins at the zoo. All the students were born and raised in Minnesota so their personal experience is limited. The limitation is what makes them so interested in learning about animals that are foreign to them. The students also love to read out loud. They are constantly asking to read first or read more. The students do not like to write, however. They become very frustrated when I tell them they must rewrite everything because it did not meet my expectations or answer the prompt correctly. The students are hard workers when pushed. Three out of the six will always do their best whether it is the correct work or not. The other three need the little extra encouragement to get them motivated to do their best work.]

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.**

a. 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 do not like writing a lot of sentences throughout the day. In this group, they must write a lot. I chose the main idea graphic organizer (Lesson 1 Instructional Material #1) because it will get the students motivated to write sentences in a different way. All the students in my group I would consider visual learners. Graphic organizers have proven to guide students' thoughts in a meaningful way. Finding the main idea and supporting details is hard for many students to understand. They are reading so much information they do not know what to zero in on, but the graphic organizer does just that. This will help the students who get hung up on how it is going to look rather what the details are. Once all the slots in the graphic organizer are filled, they are done. I chose the Lesson Two Instructional Material #1 worksheet because I do not want the students to learn to find main idea and supporting details and then never apply it to their learning. Writing the paragraph will take a lot less time because before the writing, the group will discuss what those elements are. Once they have talked about the main idea and what details support that main idea, they should be able to say exactly what makes penguins such good swimmers. I decided to alter the given prompts in Lesson 3 Instructional Material #1 for chapter 6 in [The Magic Tree House: Dolphins at Daybreak](#) because the original questions did not align with the standard CCSS. ELA-LITERACY. RI. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text aligns with the learning segment in that the students will be identifying the main idea of two different multiparagraph texts. The whole point of this group is to work on fluency and practice the week's target skill. I want the students to be able to identify the main idea from a chapter book that is harder to read than the leveled reader, [Penguins by Alan Wood](#). This will challenge the students because they have to get the main idea of the book out of their head and focus on the one chapter. The students in the end will end up summarizing the chapter after they pull the main idea out and support that main idea with supporting details.]

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).

[One student in this group has a weakness in oral expression and fluency. Since he is so young, he has not been evaluated for special education services yet, trying pre-referral interventions in a response to intervention system that utilizes the small group work. During instruction the teacher models what is expected when reading with expression and what pausing at punctuation sounds like. One student has exceptional handwriting. She takes a long time to write because she wants it to be perfect. This, as a result, makes it difficult to produce her own ideas. She starts writing and by the time she gets one sentence done, she forgets what she wanted to say next. The small group intervention system gives that student the desired attention needed to get her to come up with her own ideas. One student has trouble pronouncing her R's. She has not been diagnosed with an articulation disorder. Getting this specific student to read out loud will help her work on her R's. She loves to read out loud so there will be no

embarrassment while she reads. During the small group intervention, I try some interventions; for example, I have her growl the sound R when saying words like ‘rake.’]

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

[When talking about main idea and supporting details students often respond to the terms incorrectly. When asked what the main idea of a text is, they might give supporting details or they might state the author's purpose. Students learned about author's purpose weeks earlier and sometimes think that the main idea is, ‘to inform,’ ‘to entertain,’ etc. Students also might answer with the topic of the text. Say the text is about sharks that travel along to coast of California. If a student simply says that the main idea is about sharks then they would be incorrect. That would be the topic and not the main idea. Students may also give the wrong details to support the main idea. The students should be picking out specific details that are given in the text. When the students are talking about the main idea for [Penguins by Alan Wood](#), they should give examples like, ‘Many penguins live in Antarctica.’ The students might give responses of ‘Penguins have webbed feet.’ That is a detail from the story but it is not specific about penguins living around the world. Students might even give examples from other penguin stories read throughout week. They might give responses talking about the baby penguin from the anthology story [Penguin Chick by Journeys Houghton Mifflin Unit 5 2nd grade](#). That story is about how a penguin egg is taken care of the father while the mother goes to the ocean to find food. The students might confuse the details from [Penguin Chick by Betty Tatham](#) with [Penguins by Alan Wood](#). I will Encourage the students to continue to make that connection but it needs to be made clear that details from [Penguin Chick by Betty Tatham](#) are not supporting details for the main idea from [Penguins by Alan Wood](#).]

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	

[Students will be analyzing two different texts: [Penguins by Alan Wood](#) and [The Magic Tree House: Dolphins at Daybreak](#) by Mary Pope Osborne. Lesson 1 the students will analyze the

text looking for supporting details. Lesson two has the students looking through only two pages of [Penguins by Alan Wood](#) but analyzing the text and looking for the main idea and the details that support that main idea. Lesson three has the students analyzing chapter six in [The Magic Tree House: Dolphins at Daybreak](#) by Mary Pope Osborne. They will analyze that specific chapter looking for the main idea of that chapter and the details to support that chapter. The students are expected to look back into their texts to find the answers. If they are trying to recall the details and not look back, they will need to be redirected to reference their books and analyze. They need to analyze because simply reading the words is not going to give the students the answer. They need to be able to identify a specific sentence that correlates with the main idea of the text.]

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.)

[The students utilize the language function analyze mainly in their writings. The students are instructed to find supporting details in Lesson 1 using the Lesson 1 Instructional Material. This allows for the students to analyze the text they have heard once and read once to pick out key details that support the main idea. After they have analyzed the text by picking out which sentences support the main idea and which sentences do not support, they write what they have found in the the Lesson 1 Instructional Material. Lesson 2 has the students analyzing the text and looking for the main idea and the supporting details. The students might do this in reverse order by analyzing the text and looking for the details. Once they have analyzed the details, they will be able to come up with the main idea. The students will then use what they analyzed and answer the prompt on the Lesson 2 Instructional Material. Lesson 3 has the students analyzing Chapter 6 in [Magic Tree House: Dolphins at Daybreak](#) by Mary Pope Osborne. There are a lot of sentences throughout the 5 pages that do not correlate with the main idea. The students need to analyze the sentences and decide what most of the sentences talking about. Once they analyze the sentences and pull the main idea out, they will complete the Lesson 3 Instructional Material and answer what the main idea is and supply two details to support the main idea.]

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 language demands throughout all three lessons includes reading, writing, and listening. The students have to be able to follow along with the teacher as she reads and comprehend the text. They also need to be able to read fluently themselves. It is expected that they know the high frequency words. They are expected to try and sound the word out before receiving help from the teacher. The students are also expected to read the sentences correctly and with expression. They are to pause at commas and punctuation marks. They are also to emphasize

words that are italicized or are printed in all capital letters. Lastly, the students are expected to form complete sentences pertaining to main idea and details. The students are held to a high standard when writing which includes; capitalizing the first letter of the sentence, indenting the first word of a paragraph, ending the sentence with punctuation, spelling correct, and making sure the sentence makes sense. The teacher reads the sentence to ensure accuracy and gives feedback on what needs to be fixed. If the students do not know how to spell a word, they know to first look on the classroom word wall or in their book and if the word is not there, the teacher writes it on their paper or a sticky note to have them copy down. To reach this language demand, students first read the text. After they have read and comprehend what they've read, they take what they read to form complete and correct sentences.]

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

i 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).

[I will use a lot of repetition throughout the three lessons. First, I model the language support to the students. I read [Penguins by Alan Wood](#) first so the students hear how the book is expected to sound. The students then read the book themselves to practice what they just heard. As they read, I will stop and let them know what they did not say or pronounce correctly. I may stop when a word is pronounced incorrectly or not said with expression. When it comes time to write, I state what I expect them to write before they start writing. I state what content they should have and the mechanics that need to be present in every sentence. The order I work in is 1. State reading expectations. 2. Read story once or twice. 3. Verbally discuss about what is needed for writing. 4. State writing expectations. 5. Write. 6. Revise writings.]

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.

[The students will complete three forms of assessment throughout learning segments. Lesson 1 Instructional Material #1 demonstrates whether or not the students can find the supporting details from a supplied main idea. Lesson 2 Instructional Material demonstrates whether or not the students the students can discuss verbally what the main idea and supporting details of the story is. They are then to write a paragraph from the details that the students and teacher has previously talked about. Writing the paragraph should be quick because the group had talked about all the details that are needed to answer the prompts. Lesson 3 Instructional Material has the students prove that they can pull out the main idea and supporting details from a chapter in a chapter book. The students are showing whether they know the concept in their writings but the teacher mainly gauges if the students understand based on their responses to the

questions. If the students can verbally state what the main idea and what the supporting details are, then they are in the right direction of understanding the learning target.]

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).

[One student has a weakness in oral expression and fluency. Since they are so young, they have not been evaluated for special education services yet, we are trying pre-referral interventions in a response to intervention system that utilizes the small group work. During instruction, the teacher models what is expected when reading with expression and what pausing at punctuation sounds like. The small group intervention has already shown to improve his reading skills. He has been reading fluently, with expression, and pausing when needed. He still has a long way to go but is moving in the right direction. Another student is similar in regard to fluent reading. She reads with expression but has a hard time reading fluently. To support her, I give her the chance to figure out what the words are and then supply help if needed. This same student struggles with writing complete sentences that make sense. I model the type of sentence I am looking for and then give her a chance to write her own. I even write a sentence to show her. She can verbally tell me a sentence or phrase that addresses the learning targets but cannot write it down completely. Since she is so young, she has not been evaluated for special education. This issue might be due to an unwillingness to put in a full effort or a case of not being able to write down thoughts completely. When she writes a sentence that does not make sense, I first have her read it and ask if it makes sense. Usually she says it does not but does not know how to fix it. I then give her ideas for words that would fill the gap.]

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. [There were five learning objectives that my main idea and supporting details segment assessed. The first one was: Students will read and comprehend a leveled reader with 90 percent accuracy. The second objective was: Students will analyze a text to create one sentence on the main idea and three sentences with supporting details. The third learning objective was: Students will analyze the text to find the main idea of why penguins are good swimmers and write a paragraph to support the main idea. The fourth learning objective was: Students will analyze a chapter in *The Magic Tree House: Dolphins at Daybreak* and identify the main idea. The fifth learning objective was: Students will read fluently and with expression. Each of these objectives meets the Common Core State Standards of: CCSS. ELA-LITERACY. RI. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings, CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing, and CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. The pre and post test along with the formative assessments address the main standard of CCSS. ELA-LITERACY. RI. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. The other standards are addressed in the students reading and writings. See the chart below to see how each test question corresponds to the main learning objectives.]
- 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 1: Pretest

Question Number	Number of Points for Question	Type of Question and Objective Alignment	Number of Students who Answered CORRECTLY	Number of Students who Answered INCORRECTLY
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1	1	Analyze (Objective #3)	6	0
2	1	Describe (Objective #2 and #3)	2	4
3	1	Describe (Objective #2 and #3)	4	2
4	1	Describe (Objective #2 and #3)	3	3

Figure 2: Post Test

Question Number	Number of Points for Question	Type of Question and Objective Alignment	Number of Students who Answered CORRECTLY	Number of Students who Answered INCORRECTLY
1	1	Analyze (Objective #3)	6	0
2	1	Describe (Objective #2 and #3)	5	1
3	1	Describe (Objective #2 and #3)	6	0
4	1	Describe (Objective #2 and #3)	5	1

Figure 3:

Student	Pre-test	Post-test
1	3/4	3/4
2	1/4	3/4

3	2/4	4/4
4	1/4	4/4
5	4/4	4/4
6	4/4	4/4

]

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

i the essential literacy strategy

i related skills

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

[The final assessment and all the instructional materials display that all the students, especially the focus student, gained knowledge concerning the central focus. My focus student, student 3 who is a struggling reader, got a perfect on his post assessment and answered excellently on his instructional materials. He usually needs the most help in the small group with reading fluently and forming good, complete sentences. I believe the way the information was taught in this segment helped him understand what was needed. For example, I really emphasized what we were going to learn and what to look for while we were reading. This gave student 3 something to zone in on a focus. During this segment, he was giving excellent answers and he wrote sentences that met my expectation. The only aspect he still needed guidance on was sentence structure. Student 2 is an average student but tends to pull details out of thin air. She has a hard time reigning in on what exactly we read and only choosing details from the text and not making up details that sound good. She scored a ¾ on the test because she made up a detail that was not found in the text. She also struggles comprehending text sometimes. She can tell you what she just read but cannot always get to the deeper layer of describing something or inferring. Student three is usually in the above level groups, but because of her undiagnosed articulation disorder, has been placed in the on level group for Story Groups. She scored a 4/4 on the pre and post test. She is very smart but needs a push above and beyond and meet her potential. I push her to improve her sentence writing because this is an area she struggles in. She can verbally tell me what she wants to write but then gets lazy and summarizes what she wants to say in a way that does not always make sense. There are times when I have erased everything she wrote because it did not meet the expectations. I know she can write well, she simply needs to take the time to think about what she is going to write before she writes it. I then tell her to read it out loud and to tell me if what she just read made sense or not. Overall, the entire group did really well on the assessments and the instructional material. I do not believe they would have done as well if this segment was done whole group. The students got individualized attention when needed. The students gave many false written and verbal answers. I was able to give the students immediate feedback on why that answer is not

correct. I could also see if the students were actually confused. In whole group, it is hard to know if a student really understands or is just saying they do to not be embarrassed. There were times when the students in Story Group were very confused as to what the main idea was. I was able to let the students who understood work on their graphic organizers and individualize the learning for those who were still confused by giving more examples or explaining it in a different way.]

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.

[N/A]

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.

[I give a lot of verbal feedback during my lessons but chose to submit the written feedback.

Everything that was written on the student's work was also verbally told to them. That way, the students get the opportunity to reflect twice on what they did wrong and what they did correct.

Written feedback is written on the Lesson 1 Instructional Materials #1, Lesson 2 Instructional Material #1, and Lesson 3 Instructional Material #1. The samples are labeled Student 1, Student 2, and Student 3. Student 1 is the girl with the headband sitting to my left. Student 2 is wearing a black shirt and has short black hair. Student three is the only boy in the group sitting to my right. Student 3 is my focus student. Student 1 is sitting to my left because she sometimes needs the most behavior management and struggles with sentence structure.]

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

[During the segment, the group is more of a discussion than a lesson. As a group, we discuss possible answers and answers that are not possible. This gives the students the opportunity to share what they think and then rethink if it is incorrect. The written feedback is for the students to analyze what they wrote a second time. On Student 1's feedback, I had very few negative comments about his work. The small group intervention has shown to help him tremendously. His details on Lesson 1 Instructional Material #1 were specific and spot on to what I was looking for. The only negative comment I left was to have him not write in the groove of the puzzle piece next time. The comments I left on Lesson 1 Instructional Material #1 were very positive. His sentences made sense, which is something he has struggled with in the past, and he fixed his spelling mistakes. I read the paragraph before they left the table and I have the students fix any mistakes that are needed. The comments left on Lesson 3 Instructional Material #1 were all

positive except for one. His first detail could have been more specific but I accepted it because it is a supporting detail whether it is specific or not. It was left to get him to think deeper. Student 2 usually writes very good responses. The one thing she struggles with is making up details. She tends to think that the more she writes the better it will be. I have explained to her that I prefer quality over quantity. Her responses on Lessons 1, 2 and 3 Instructional Materials were very good. She is always good at restating the question and she did just that on her worksheet. The only thing she needed to work on is her spelling mistakes. Students 3 also had very good responses on her Lessons 1, 2 and 3 Instructional Materials. I had one comment on her Lesson 2 Instructional Material. This was a prime example of how she needs to think about what she is going to say before she writes it. Her first two sentences are basically saying the same thing just using different words. During the segment, she had me look at her first sentence and hope that was good enough. I told her to write more and she then turned it in again with what is shown on Student 3's Lesson 2 Instructional Material, she wrote was not incorrect, I just know she can do better. I was very pleased that she took what she already knew about penguins and inferred that their feathers help them swim. She explained to me that if the feathers were heavy from the water, it would be harder to swim. This then turned into a lesson for the other students. Some of them did not understand so I told them to imagine themselves jumping into the water with all their clothes on. I then proceeded to ask them if it would be harder to swim than if they had their swimsuits on. After that, they all understood why a penguin's feathers help them swim. For Lesson 1 Instructional Material, I let student 2 get away with breaking her apart but I do not want her to get into the habit of always doing that so I mentioned on her page to discontinue doing that. For Lesson 3 Instructional Material, student 2 had good responses but I know she could have been more specific with her first detail.]

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.

[The students did very well on the assessment but there is still work to do. In the weeks after the learning segment, I will continue to ask the students to tell me the main idea and supporting details in many of the readings that we do throughout the day. Even if it's a read aloud and I ask the students to tell me the main idea of the picture book I just read. I also will continue to bring up concepts in the Story Groups. Individually, I will really focus on student 2 and her understanding of main idea. When I ask the group what the main idea is, I ask her first. Since she gave many responses during the segment that did not match up to our learning goal, I want to make sure she understands what finding the main idea and supporting details are in a text. Concerning student 2, I will continue to hold her to my high expectations. I have seen her write wonderfully with little help from me so I know she can do it. I will continue to read what she writes before she can go and if I know she can be more specific, I will have her keep thinking. In the time that I recorded the segment to the time I write this commentary, student 1 has shown so much growth in his fluency. I will continue to model what I expect when he reads and have him reread if it's not how the text expects the reader to sound.]

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 syntaxto develop content understandings.

[Language Function: Analyze

Vocabulary: Main Idea and Supporting Details

Syntax: Correctly form sentences describing the main idea and supporting details

As I look back on my teaching, I wish I had verbally used my language function more during instruction and discussion. Instead of using analyze I would move through the lessons and say, "Look in your book to find details" or "Use your recourse to find what you're looking for." They did a good job looking back in their text and analyzing it but they did not use that specific word to describe what they were doing. I believe if I would have used the word then those students who struggled to find details or a main idea might have understood the concept better. In the language function video, it shows how the students are analyzing their text to find supporting details to the main idea they have already found. The whole group is not present in the video because some students have been given the Okay to leave because their work met my expectation. They are given the Okay when they have met the syntax expectations. They have supplied a main idea and two supporting details in a complete and and correct sentence format. They cannot leave until they fix the mistakes I find and their sentence makes sense. The students left are students 1, 2, and 3. The other two are two average students who work a little slower. At 0:04 in the Language Use video, student 1 shows me her main idea and I proceed to state the vocabulary of her next step to find details that support the main idea she had found. At 0:14 of the Language Use video, student 2 gives an example of a supporting detail that was exactly what she put for the main idea. I proceed to tell her that she needs to find details from the book. I should have said for her to analyze her text to find the answer but when she turned in her work, she had found excellent answers. See Student 2 Lesson 3 work for the examples. At 0:32 in the Language Use video, student 2 verbally states a supporting detail that she found by analyzing her text. I do not notice in the video but I read it later at 2:28 and tell her it was

exactly what she needed. At 0:50 I tell a student again to find details using the vocabulary the students are expected to know and I also tell her to look back into her book. Again, I should have told her to analyze her book instead of, “You might have to look in your book.”]

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:

i For the whole class

i 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).

[For the students in the small group, and the other students in our class that were not present during the learning segment, I will continue to bring up the learning target in the next stories we read. Next week's target skill is to compare and contrast but before we talk about that, I will ask what the main idea of our story is and what details let us know what the main idea is. I believe repetition is the key to helping students remember a learned skill. Yes, they got main idea down this week but will they next week? In order to ensure the students success, I will continue to go over the skill learned. When the students are independently reading, I will casually ask them if they know what the main idea is to see if they can really figure it out the main idea all on their own. If they can't then I will sit down with them a help them pull out details that tell the reader what the main idea is. For the three focus students, I will continue to have student 3 read with expression and accurately during Story Groups and when there are opportunities to read out loud. I will continue to have him think about what he is writing and whether it makes sense for what he needs to answer. For student 2, I will have her read the question that she answered out loud and ask her if it makes sense. She is the one who pulls answers out of thin air. On her post assessment, she gave a detail that was not in the text. She did a wonderful job inferring that they had fun at the circus but that detail was not written in the text. I need to do a better job of having her realize that what she answered did not make sense and not immediately tell her that what she said will not work. For student 1, I will continue to use the strategies I know of to help her pronounce her R's better. We have been working on how the R's growls when you say it. We do not practice it with every word but do it when it is really needed or when I have her alone sometime throughout the day. For her sentence work, I will work on slowing her down. The reason her sentences do not meet my expectations is because she tries to rush. When she takes her time, she does a wonderful job. In previous assignments, I have had her read what she wrote to the class because what she wrote was that good. To help all three understand main idea and supporting details, I will continue to bring the concept up in our Story Groups. The leveled readers supplied by Houghton Mifflin Harcourt, Journeys, grade 2. 2014 do a good job of bring previous week's target skills and strategies in the books.]

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

[My next step is to reteach this lesson but to present the information in a different manner. Dr. Howard Gardner proved that all students have a different way of learning whether it be through movement, music, or simply explained differently. My plan is to go through a few picture books that the students know such as *The Three Little Pigs*, *If You Give a Mouse a Cookie*, etc. and together find the main idea and supporting details with the students. Doing this, the students will be able to recall knowledge based on their previous viewings of the book and be able to pick the main idea out with ease. I would have a book for each student so they can physically touch what they are analyzing. Once I have gone through it with the students I will have them pick their own picture book and find the main idea and supporting details on their own. A student might do better working and thinking by themselves than being influenced by their peers. The students are constantly piggybacking on a previous student's idea whether it is right or wrong. Once the students have found the main idea and supporting details, they will share their finds with the group. This gives the students the opportunity to choose a book they are personally invested into and will get the student motivated to do a good job. The theorist that got the progressivism movement such as John Locke and Jean-Jacques Rousseau believed in learn by experience and small grouping/group work. I personally identify most with progressivism which is why these two concepts are what I try to integrate as much as possible in my teaching. Giving students the opportunity to find the main idea and supporting details through books they already know allows them to learn from the experiences they have already had. They might have some really good connections to these books that make learning the concept easier. The small grouping was something that was already integrated into the classroom when I stepped in. It was perfect because learning these concepts is perfect in a small group setting. This allows for the teacher to accurately gauge whether the students are understanding the concept. Another option would be for the students to take the book they just found the main idea and supporting details in and get with a partner. One student would play the teacher and guide the partner through finding the main idea and supporting detail