

An Exploration in Troubled Youth: Student Teaching in a Tier-II Intervention

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Statement of Explanation

This thesis is being presented as the culmination of learning from my semester student teaching in Cheyenne, Wyoming. It is completed in the edTPA format. This thesis is missing two video clips and three pieces of student work, which were withheld for sake of maintaining the privacy of minors.

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Context for Learning

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.)

Middle school: _____

High school: _____

Other (please describe): _____

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)

City: _____

Suburb: _____

Town: _____

Rural: _____

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

[The classes I taught are in a new tier-two intervention program called SWiS (School Within a School) which focuses on students who need smaller class sizes and are at risk of not graduating with their cohort. These students have behavior problems, gaps in their knowledge, and many are struggling readers. This program gives students more teacher interaction and more individualized attention, which helps us tailor the program to their needs.

The school more generally has a number of considerations, such as the number of students who are English language learners and quite a few students with IEPs. The school's reading goals include getting 33% of the school to read at reading level.

This class is team taught with a SPED teacher.]

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.

[We have a required curricula (*Romeo and Juliet*, *Oedipus*, *The Odyssey*) and standardized state and district tests. We focus heavily on having students use Cornell notes and AVID reading strategies. We have an individualized pacing plan, which is organized in part by a PLC.]

About the Class Featured in this Learning Segment

1. How much time is devoted each day to English Language Arts instruction in your classroom?

[Our class is 47 minutes long. Students have this class every day.]

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

[We do have ability tracking at this school. Our students have been, to an extent, ability grouped because most of our students have gaps in their knowledge for a variety of reasons. Our students need more focus, so they have smaller class sizes. This class is co-taught with a SPED teacher. Typically, the school is grouped more on accommodations and less on ability.]

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

[Our primary instructional program is the GVC for Laramie County School District 1. Under this, the textbooks we use for the second semester are *No Fear Shakespeare Romeo and Juliet* (Crawford, John. *No Fear Shakespeare Romeo and Juliet*. SparkNotes LLC, 2005. Print.), *Oedipus Rex*, and *The Illustrated Odyssey* (Skidmore, Joel, Ills. Mark Fiore. *The Illustrated Odyssey*. Mythweb, 1997. Print.)]

4. List other resources (e.g., electronic white board, online resources) you use for English Language Arts instruction in this class.

[For this classroom, we have access to an electronic white board, two large whiteboards, a class set of dictionaries, giant sticky notes, posters and visual aids, audiobooks, YouTube clips, movie clips/accompanying movies, and graphics for photocopies.]

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

[9]

2. Number of

- students in the class: 15
- males: 12 females: 3

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.¹

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual processing</i>	2	<i>Close monitoring, use audio text</i>
IEP: Other health impaired/specific learning disability (Student A)	1	Repeat and simplify instruction, allow extra time for testing, test in small group to avoid distraction, Additional adult support in core classes. Have instructions and questions read aloud on assignments and assessment except for reading assignment and assessment.
IEP: Specific learning disability (Student B)	1	Student will test in a different location in a small group or individually to reduce distractions. Student will receive extended time to complete assignments and assessments. Student may ask for clarification of directions.
IEP: Specific learning disability (Student C)	1	Student will receive extra time on assignments and assessments (150% of peers), assignments separated in to smaller pieces, preferred seating, clarification of instructions, obtain eye contact for directions, have student repeat directions, testing in different location (can also be in same room or small group), emphasize accuracy over speed, length of assignments shortened and number of assignments decreased. Allow a few minutes in the hallway to cool off, if needed.
IEP: Specific learning disability (Student D)	1	Student can use a word processor with spelling and grammar check on assignments that require writing more than 2 paragraphs across settings to include state and district assessments for the duration of the IEP. Small group

¹ California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

		testing- in all settings, to include state and district assessments; for the duration of the IEP. Extended time not to exceed time and a half the allotted time provided student properly uses the entire time allotted.
IEP: Other health impaired (Student E)	1	Time and half extended time on district, state, and classroom tests, and assignments. Separate testing environment. Teachers allow breaks as needed with teacher permission. Classroom assignments and assessments read aloud. Stress accuracy over speed. Focus on reading one book at a time. Graphic organizers and word processors to assist with writing assignments. Access to copy of the notes if student gets behind. Access to text to speech technology. Chunking assignments.
IEP: Other health impaired (Student F)	1	May ask for clarification of directions, directions read aloud, allow use of visual organizers, testing in a small environment, double time to complete assignments/assessments. Time is only given if teacher expectations are being followed in an appropriate manner. Preferential seating.
504: ADHD (Student G)	1	Extended time for assignments and test. Allow to test or work in smaller group. Allow periodic individual breaks as needed (standing, walking in the room). Preferential seating, seat away from distraction and near teacher or a positive model.

Students with Specific Language Needs

Language Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: English language learners with only a few words of English</i>	2	<i>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</i> <i>Have students use pre-taught key words and graphic organizers to complete sentence starters</i>
<i>Example: Students who speak a variety of English</i>	5	<i>Make connections between the language students bring and the language used in</i>

<i>other than that used in textbooks</i>		<i>the textbook</i>
Students with gaps in their language knowledge	13	Teach word roots so that students can decode words, graphic organizers, sentence stems and specific assignment instructions, chunk assignments, read instructions and texts out loud
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<i>Provide oral explanations for directions, extended time, and sentence frames to support written responses</i>
Struggling Readers	10	Read assignments and texts aloud, sentence stems, chunked assignments, on-screen annotations, frequent discussion of events in texts

Planning Commentary

1. Central Focus

- a. Describe the central focus and purpose of the content you will teach in the learning segment.

[This learning segment provides insight on the students' ultimate understandings of the play. It allows students to have input on prompts that they get to interpret and demonstrate their creative choices in ways that are engaging. This section also encourages students to think independently, asking them to interpret and depict the scene (comic strip assignment) and gives students opportunities to demonstrate their knowledge and understandings of the play in ways that they have more control over. These activities also give students the opportunity to consider how a director of the play could stage and interpret this text. These skills and opportunities build on the final discussion by encouraging students to consider how they would represent themes and major events in the play while also considering the textual evidence that supports their claims. These activities also encourage students to re-read key scenes in the play, at which point students may discover an aspect of the play that they did not previously notice or consider. These all culminate in the final writing activity, which is a three-paragraph long essay that has students utilize textual evidence to support a claim; the questions in the discussion lead students to analyze the prompt in multiple ways that they may not have previously considered. The discussion helps students consider multiple characters' motivations, which will help students answer the final prompt. Although not described in the learning segment, this final response helps students prepare for their district assessment, where they will answer a question with similar focus, structure, and function.]

- b. Provide the title, author (or, if a film, the director), and a short description (about a paragraph in length) of salient features of the text(s) that a reviewer of your evidence,

who is unfamiliar with the text(s), needs to know in order to understand your instruction.

If there is more than one text, indicate the lesson(s) where each text will be the focus.

Consider including the following in your description: genre, text structure, theme, plot, imagery, or linguistic features, depending on the central focus of your learning segment.

[*Romeo and Juliet* is a play by William Shakespeare that details the star-crossed love affair between Romeo Montague and Juliet Capulet. The teenagers fall hopelessly in love at first sight in spite of their parents' feud, which results in their suicides after their futile attempts to be together. This text details the difficulty of decision-making, the complexity of family relationships, and the very real harm that situations like these can cause. These complex situations give readers many opportunities to analyze important devices like allegory while also giving readers opportunity to grapple with difficult moral concerns, such as the validity of revenge, whether love at first sight is real or possible, and the extent that parental affairs should affect children. The version of this play is *No Fear Shakespeare Romeo and Juliet*, which juxtaposes the original text of *Romeo and Juliet* with a line-by-line modern English translation of the text. This version of *Romeo and Juliet* makes the text easier to understand. This version of the text is especially useful because it assists readers, especially struggling readers like many of my students, with understanding the meaning of the plot and each individual line. The text has an accompanying audio, which allows struggling readers to hear the original Shakespeare read aloud by voice actors. Students are able to read the translated version of the text as they listen to the audio. Finally, the play is paired with the 1996 *Romeo + Juliet* (dir. Baz Lurhmann) to help students visualize the play more easily; this film maintains fidelity to the original text. This movie, starring Leonardo DiCaprio and Claire Danes, modernizes the setting but uses most of the original Shakespearean lines of the play in a generally comparable order of events. This movie

maintains similar tones and meanings that are implied in the original text. For the lessons, the students will be asked to focus solely on *No Fear Shakespeare Romeo and Juliet*; however, I anticipate them making significant references to the movie. Some students will likely conflate the two; while this is not ideal, I feel as though the benefits students will derive from watching the movie outweighs the downsides of students conflating the two works.]

- c. Given the central focus, describe how the standards and learning objectives within your learning segment address students' abilities to use the textual references to
 - construct meaning from, interpret, or respond to complex text
 - create a written product, interpreting or responding to complex features of a text

[For this text, students will explore relevant themes that they identify through reading and small-group discussion. This is especially prevalent in the final discussion, which encourages students to think about a number of facets of the text through a series of textually-relevant questions. This aspect of the lesson speaks to the students' ability to analyze texts and meets the Reading/Language standard 9-10.2, which states:

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

This is also prevalent in the first lesson, the comic strip, which allows students to consider how they will represent themes and symbols visually and textually. This helps students grow their understanding of *Romeo and Juliet* because they have the ability to demonstrate their interpretation by picking lines, scenes, and staging the comic strip in a way that they can justify. Additionally, students have many opportunities for comprehension and analysis because *No Fear*

Shakespeare Romeo and Juliet juxtaposes the original text of *Romeo and Juliet* with a line-by-line modern translation of the text. However, the modern translation maintains most of the same major literary devices (such as simile, metaphor, foreshadowing, and dramatic irony) while decoding some of the more difficult literary techniques, such as Shakespeare's wordplay and innuendo. Because students can compare the modern text to the original text and consider the differences, this helps students meet the Reading/Language standard 9-10.4, which states:

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Students are more capable of considering mood and tone with this text because the text is more accessible to struggling readers than the original text. Students also have three opportunities over three lessons to demonstrate their understandings of the impact of the mood and tone on the text. In two lessons, students have assessments that they are implicitly asked to analyze the meanings of words and describing their understandings of the text.

Students also have the opportunity to analyze how characters are motivated. They can trace the development of characters and how these characters choose actions during the final discussion.

This helps the students meet Reading/Language Standard 9-10.3, which states:

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Students will discuss and consider how major characters in *Romeo and Juliet* are motivated. Students will start by discussing the titular characters, then move on to secondary characters. This discussion also involves students comparing and contrasting motivations, such as how Romeo feels toward Rosaline and Juliet or if revenge is ever justified. This discussion and the subsequent writing prompt ensures that students have ample opportunity to analyze multiple characters and their motivations in a variety of contexts. This final analysis also helps students meet Writing standard 9-10.1, which states:

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Students build to this level by discussing similar topics in a number of settings where they can consider their own thoughts and develop their ideas with others. This helps them discover and analyze evidence in low-stakes situations and prepares them for their formal assessments on the text. They also are able to discuss arguments and counter-arguments and consider which position has more evidence and which argument they find more convincing. Students then demonstrate those skills by writing an essay on a conceptually similar topic.]

- d. Explain how your plans build on each other to help students **make connections** between textual references, constructions of meaning from, interpretations of, and responses to a text to deepen their learning of English Language Arts.

[These plans build on each other because the lessons prepare the students for the final essay and, ultimately, for the district assessment. First, the comic strip checks for comprehension and students' abilities to express what they have read and understood in their own words. The comic strip also it has students use their understandings of the text to portray a major scene as they

imagine it. During this lesson, students are required to find important quotations in the text that portray meaning in key scenes, which is an activity that will help them later when they are analyzing the motivations of characters on their final writing project for this learning segment and also for when they are taking their district assessment. This will also reinforce to students that, to support interpretations of the text, quotations are necessary, which will help them in future discussions and writing in their educational careers. From there, students have a discussion on a variety of questions that hint at themes of the text, which builds off the textual explorations that students have done in the first activity. This activity also lets students consider their ideas and the ideas of others in their explorations of the text. Students are able to vet their thinking in a low-stakes environment before they are asked to perform similar tasks on the final writing assignment and the quarter assessment. This activity further reinforces the importance of using textual evidence in interpreting literature. Finally, students use the learning they acquired in the previous lessons in the process of writing their essays. Together, these lessons provide students a scaffold that they can base their continued learning on that will help them be successful for the rest of this quarter and next quarter.]

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.**

[Students have received information on literary devices commonly found in poetry and plays and are present in *Romeo and Juliet*. Students have discussed what motivates characters in previous quarters, although passingly, whereas in this unit, that is the essential question. Students receive vocabulary instruction regularly on word roots; as such, they have been given tools to help decode the meaning of many words contextually. However, my students are at risk of becoming behind their cohort and have gaps in their knowledge. Many have been absent for previous vocabulary instruction and have trouble retaining the information. They are still learning to annotate and rely heavily on modeling to acquire information. They have trouble identifying parts of speech, which may make it difficult to determine the meaning of a word contextually. Some students have trouble comprehending the actions of the play, even with interspersed discussion and a juxtaposed modern translation, which makes it difficult for them to use their developing analyzation skills. Many students are struggling readers who also have trouble comprehending the play as it is read aloud.]

- 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?**

[This school's population is generally low socioeconomic status and many students struggle with reading comprehension; for example, the reading goal for the school is to have 33% of students at the school reading at grade level. My students specifically are in a tier-II intervention because they are at risk of falling behind their cohort or are currently behind their cohort. This indicates

that most, although not all, of my students are at risk of being below grade level for English skills and are struggling readers. Our school has a very diverse population and my classes are no different. Many of my students are people of color, most of whom are Latino or Hispanic. Some of these students speak Spanish as their home language. Many of my students are on IEPs and have learning disabilities that affect them both at home and at school. Many of our students also have difficult home lives. Some students are present in this tier-II intervention as a condition of their paroles.]

3. Supporting Students' English Language Arts 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.

[Although students have gaps in their knowledge, *Romeo and Juliet* is a text that many teenagers connect with because it involves themes that students are familiar with. My students enjoy talking about fights, drugs, ill-fated relationships, and sex. This play specifically has a number of retellings that students might be able to relate to more; for example, students who like *West Side Story*, *The Lion King II*, or *Gnomeo and Juliet* are in luck because these become educationally relevant interpretations. This learning segment provides students with a number of opportunities to express their opinions and support them with life experiences. Students are able to talk about how they would feel if they were in one of the characters' position and how their experiences influence their opinions on the text. This helps makes this text relevant to students, which Alfred

Tatum emphasizes in his book *Reading for their Lives*. Because *Romeo and Juliet* is widely reinterpreted and multifaceted, students are more able to engage in the text because they are more able to relate to it.

This lesson segment is helpful for students because students are generally more interested in drawing and exploring texts through discussion than they are in taking a test. Students are more engaged in watching and creating than they are in reading, writing, and circling answers. This segment helps students become more involved in their interpretations of the text because they need to consider and justify their choices. This builds on their previous academic learning in the quarter because previously, students were annotating and reading the text with an audiobook; the text is interspersed with activities and short discussions on events in the text. Students have the opportunity in these lessons to apply what actions we have taken in the previous lessons and synthesize them in a final discussion and a short essay that helps address the unit's focus.]

- 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).

[These instructional strategies and planned supports are appropriate for the whole class because nearly all students in this course struggle with the original Shakespearean English and need a more creative way to express their understanding. This segment will help them build their confidence as they explore and discuss the text because they will be thinking about connections

in the play and will be building up to the more difficult assessments toward the end of the unit. These lessons give the entire class opportunities to discuss and clarify meanings of specific parts of the play, which will help them on the final essay and on the external assessments that they are required to take.

These instructional strategies and planned supports are appropriate for students with gaps in their knowledge because this learning segment is founded on what happened during the quarter and less on prior knowledge, which gives my mentor teacher and I the opportunity to reteach some basic skills that students need help recapturing. This unit also builds on and reintroduces lessons that they have previously experienced in new ways, which may help the students understand those aspects of their prior educational experiences more easily. For example, discussing allusions, similes, and metaphors in the final discussion and how those help characterize a number of characters may help students understand allusion, similes, and metaphors because they will have organically discovered one or more of those literary devices and then discussed its impact on meaning in the play. This lesson might also be helpful for the particularly rowdy group of students in this class because this could interest them enough to maintain their focus on a topic. Additionally, many of the activities in this segment are hands-on and require focus on a task in multiple ways, such as focusing on the text and drawing an adaptation, which may keep students more focused than they have been in general discussion. Preparing them for the final discussion in this way may also help maintain focus in the final discussion because students will be more prepared and have the ability to discuss their interpretations: they have already spent two days developing their interpretations and then have the opportunity to share those developments with others.

These instructional strategies and planned supports are appropriate for individual students because these lessons are heavily student-dependent. These lessons encourage students to have their own interpretations and understandings of the play. This allows students to include their personal interests in the classroom and allows for enough differentiation for every student to have one-on-one interactions between themselves and one of the three teachers in the classroom. Students have the ability to adjust the comic strips and these plans are flexible enough to allow me to adjust the activities to fit individual students best.]

- c. Describe common student errors or misunderstandings within your central focus and how you will address them.

[Students are likely to misunderstand the directions of the the comic strip. To rectify this, I will repeat the instructions and have students repeat the instructions back to me. I will make sure to explain tasks in multiple ways and I will be present to answer student questions during the activity. Students are also likely to get confused during the final discussion because they have not seen this type of discussion before, to my knowledge. As such, we will begin the discussion by modelling how the discussion will work with the handout. Students also may misunderstand the purpose of the questions and the interpretation of the questions that I am asking. To try to alleviate this, I will discuss the purpose of each task and each question before students start to address the tasks at hand. I will include ample opportunity for students to ask questions to clarify the meanings of the tasks.]

4. Supporting English Language Arts 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 your students to construct meaning from, respond to, or interpret text. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Argue	Describe	Evaluate
Explain	Interpret	Justify	Synthesize

[The language function essential for student learning within my central focus is argue. Students must be able to consider their own opinions and others' opinions, synthesize the similarities, and parse through the differences in order to argue their opinion. Students should be able to use evidence from the text to argue for their opinions and should be able to justify their answers. In order to argue their positions effectively, students must be able to analyze the functions of words because Shakespeare is nuanced in his writing, which means that in citing specific pieces of text for their arguments, students must be able to interpret the text and analyze the motivations of characters.]

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[Students will be able to utilize these skills in the final discussion (day two) because they will be actively communicating with other students about their opinions and defending their positions in a class discussion setting. They will have the opportunity to come to conclusions alone, in small groups, and in a class setting in a think-pair-share to let them talk to more people and discover an answer that they could support. Students will be then be able to further argue their positions in

the final lesson, which is an essay on topics that are conceptually similar to the discussion the day previous. This will allow students to consider the discussion that they had previously on the motivations of characters and then put that into use by arguing what one character is motivated by with two textual supports and explanations. Because students will have the opportunity to vet their arguments before they write their essays, students should be able to support their arguments more thoroughly.]

- 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
- **Plus** at least one of the following:
 - Syntax
 - Discourse

[To supplement their analyses, students will need an appropriate vocabulary to describe the major motivators of characters. This includes students being able to use vocabulary to describe literary devices and having the appropriate vocabulary to capture the nuance of character development in Shakespeare's writing. Much of this vocabulary instruction has already been taught at various points of last semester and this semester, but it may prove necessary to discuss nuance with students. Students will also likely have gaps in their vocabulary knowledge. Additionally, students must be able to discourse with one another. Students will need to be able to speak authoritatively on a topic by using evidence and reasoning to support their argument. They will need to be able to support their position with reasoning and text evidence from the

play. They should be able to consider the entire play and the development of characters over time and in contextually specific situations.]

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 (language function, vocabulary, discourse, or syntax).

[Students may have trouble effectively arguing their positions because, although there have been some opportunities for students to express their opinions in a small-group setting, students have not been asked to argue to the same extent that they will be in this lesson segment. Discourse may also prove difficult for students because they need to develop these skills in order to use discourse and argument effectively, but small-group discussion in the curriculum before the learning segment should help students grow their skills further. Additionally, the process of thinking alone, discussing with a partner, and then having a group discussion should prove useful to students in developing their understanding of the play, thus improving their discourse with one another and their argumentation skills.

Vocabulary will be more difficult for students because it does not organically develop in the lessons to the same extent that other knowledge will, but the process of having students re-read sections of text will help them understand the context clues to help discover the meanings of words. Additionally, students have been given tools to understand the meanings of words, such as root words and graphic organizers. Finally, the juxtaposition of translated text helps students understand vocabulary because the translation is easier to understand and may help students use context clues. However, this may also prove to be a detriment to students because the translation

is not always able to maintain the same connotation that Shakespeare intended in the original English.]

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, including a written product, will provide direct evidence of students' abilities to construct meaning from, interpret, **OR** respond to a complex text **throughout** the learning segment.

[My assessments will provide direct evidence of students' abilities to construct meaning from and interpret a complex text because students will need to have a basic understanding of the text to complete the tasks. First, students will be asked to interpret a scene in a series of five comic panes. Students must pick five sequential frames that they feel adequately represent the scenes, which means students must be able to construct meaning from the scene and demonstrate that they are able to do so. Students will also need to choose sections of text that convey the meaning of the scene in as many or as few lines as they deem necessary; students may use either the original Shakespearean English or the modern English, but must use quotations from the text. Because of this, students will demonstrate that they are able to interpret key sections of the text. In the group discussion, students will informally demonstrate that they are able to interpret an aspect of the text and argue for their interpretation using evidence from the text, which means that students will be able to respond to a complex text. Finally, students will use the discussion to prepare for the formal evaluation of their abilities to respond to a complex text because they will use the discussion prompt to demonstrate their ability to evaluate the text for one complex character's motivations. The formal assessment, the short three-paragraph essay, is the

culmination of students demonstrating their ability to respond to a complex text because they will interpret the writing prompt and use their prior knowledge to identify what motivates Romeo toward his two love interests and compare and contrast Romeo's motivations.]

- 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).

[All lessons are designed to be adaptable to students' needs. Students can express their understanding of the texts in ways that are creative, engaging, and collaborative in nature, which allows every student to have diversity in how they represent their opinions. Students can complete the handout and be given feedback instead of needing to discuss their answers with the class for the discussion. These lessons are also adaptable because students can be given more time and technological supports to complete the comic strip and essay. The problem is not with the writing itself, for most students; they struggle more with the tedious process of hand-writing a paragraph which includes two quotations from the text and analysis, which is how the body of their essay should be structured. These students are capable of doing this if they are given a smaller testing environment and are able to have access to technological supports. These lessons, by design, are meant to help struggling readers and those with gaps in their academic knowledge because they build off of each other collaboratively so that students are able to give input on their opinions and are given practice supporting their argument in discussion before they are asked to perform that task on the final formal assessment.]

Instruction Commentary

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

[The lesson shown in the video clips is from lesson 3, the final class discussion. These sections are from the end of the lesson, when discussion was picking up and students were more comfortable talking with each other about their opinions on the text.]

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?

[In these clips, I demonstrated mutual respect for and rapport with the students through my ability to speak frankly with them about serious subjects. For example, in the second clip, part of our discussion revolved around whether Romeo was in love with Juliet or if he was only interested in sex. I was able to use sarcasm and innuendo (clip 2, 0:10) with students to imply that the issue is multifaceted and complex; the students seemed to understand that, perhaps, both of these statements can be true simultaneously: Romeo can be in love with Juliet and also can be interested in having sex with her. I was also able to joke with them about the content of the play because these students have that content knowledge and we established a relationship that allowed us to make jokes about the play with each other. However, this did not mean that all comments were passable in this discussion. One student, upon being asked why Romeo wanted to get Juliet to Mantua to be with him, said “if only back then there was YouTube,” which I defused by saying, light-heartedly but clearly, that I would not entertain that discussion (clip 2,

6:34). This demonstrated mutual respect for students and the educational space because I am providing a consistent and appropriate learning environment.

I also demonstrated mutual respect by listening to student input and responding to student commentary, where appropriate. For example, I listened to student input on each question that we discussed throughout the lesson. The entirety of clip 1 is based off a discussion brought about by a student-discovered quotation that I found particularly insightful and which could drive student involvement in the discussion. However, not all student comments are of the same caliber and I was comfortable treating comments differently based on how appropriate a comment was. For example, when I ask why Romeo killed himself at Juliet's grave, one student responds with "He probably found out that he had AIDS" (clip 2, 7:30). I told this student that we needed to keep our discussion rooted in the text and that the comment was not appropriate. While this may have seemed dismissive of this student, I had reminded every student that this discussion should remain rooted in the text multiple times and I felt that this comment was detracting from other students' learning. As such, I redirected the conversation to a more topical, appropriate, and respectful conversation. Because this comment was inappropriate, I handled it in a way that attempted to make light of the situation while also respecting other students' learning environment.

One way I demonstrated responsiveness to students was by giving them multiple opportunities to discuss with each other so that they were able to consider complex ideas and decode complex questions together. For example, in clip 1, our discussion was driven by a student's choice of evidence: her support for Romeo's motivations was drawn from a section of text where Romeo likens his love for Rosaline to his own eyesight. Students were encouraged to respond to each

other about this quotation through a series of questions that I asked about the line and its purpose.

I also demonstrated responsiveness to students by listening to student concerns. For example, in clip 2 (2:02), I asked the group if they were ready to share their findings. One student quickly said that he didn't have a quote yet. Because I wanted to respect other students' time (most of them were prepared and were starting to get off track) while also respecting this student, I asked him to share his ideas and then the group could help him come up with a quotation that supported his idea. Although this student quickly found a quotation and did not need group assistance, I felt as though this showed responsiveness to this student's concerns because I was attempting to model a real-world or higher-level learning environment where students and learners work together, not in competition with each other, to create meaning from a text.

I challenged students to engage in learning by asking them questions that require them to defend their opinions and consider their reasoning. For example, near the end of the second clip (6:46), the students had all come to the same conclusion: that Romeo did not love Juliet and only wanted to have sex with her. While this conclusion isn't indefensible and is a reasonable reading of the text, there are other equally valid perspectives that were not being represented in this discussion, such as how Romeo may have actually loved Juliet and that's why he killed himself at her grave. (As an aside, Romeo may have been so distraught that he had been banished from his only home that he felt he had no other option but to kill himself; this text is bountiful in its possible interpretations and provide endless opportunities to discuss the varying shades of possible truths that the text may hold.) These lines of questioning helped students consider multiple perspectives, although they were quick to agree with me because I am in a position of authority

over them, both structurally and academically, and thus it was assumed by my students that I have all the answers.]

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 constructing meaning from, interpreting, or responding to a complex text.

[My instruction engaged students in constructing meaning from and interpreting this complex text by encouraging students to consider why they believe what they do and using student input to drive the discussion. Students were asked to share their opinion on what they think motivates characters and then were encouraged to defend their opinions. For example, in clip 2, the students and I were having a discussion on whether Romeo and Juliet are in love. All of the students were thoroughly convinced that Romeo and Juliet are not in love and are more interested in having sex than they are in maintaining a long and loving relationship. The students are convinced of this because when Romeo first sees Juliet in Act I, Sc. V, he is obsessed with her beauty and does not seem interested in her as a person (2:30). The discussion also cites how quickly Romeo gets over Rosaline and falls in love with Juliet and because of Act II, Sc. II, where Romeo asks Juliet if she will leave him “so unsatisfied,” implying that he is looking for physical affection (3:27). After this idea was agreed upon by all the students (6:44), I began to ask a series of questions to make them think critically about the nature of Romeo and Juliet’s relationship. Finally, when I asked why, if Juliet was dead, why Romeo couldn’t go find another girl, at least one student partially changed their opinion (8:11). (As an aside, this part of the audio is difficult to hear—I certainly said “find,” not the other word that this may sound like.) This encourages students to engage in a complex text by challenging students to use textual evidence

to support their opinion; as these types of discussion continue, students will continue to justify their ideas with textual evidence because they are being taught about these types of discussion.]

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

[I linked students' prior academic learning with this new learning by basing this discussion off a multitude of classroom supports that we have used, such as the *No Fear Shakespeare Romeo and Juliet*, the reasonably accurate movie, and handouts and graphic organizers that students are able to use to organize their thoughts. The students make specific references to the texts at various points throughout the discussion (clip 1, 0:10; clip 2, 0:40, 1:14, 1:23, 2:25, 4:25, 5:20). The handout that was given to students, in addition to the questions posed, was similar to other supports that were used in the classroom previously. Many questions and discussions mirrored the essential questions of the unit, which concerned what choices the characters make and what motivates each character; these aspects of the text were explicitly discussed and marked by the students and I throughout the text. As such, this discussion was an extension of the previous learning and supports that were included by nature in the course.

I linked students' personal and cultural assets with new learning by asking them to give their opinion and holding a student-driven discussion. This helps students bring their experiences into the conversation because they use prior knowledge and experience to bolster their opinions. As such, the lesson is inclusive of student experience by nature. This is especially true of the last question of the lesson, "Can parents control their children?" Most of the students had personal experiences that they used to describe their opinion. Upon prompting, students connected their personal experiences to experiences had by Romeo and Juliet in the text. For example, the second clip starts with students incredulously asking why Romeo and Juliet decided to get

married on the first day they met, continuing their shock from our discussion of the text while we were reading it (0:00) and use their cultural and personal assets to understand why that could have happened. This same conversation was hinted at later in the discussion (8:18) when the students make an offhand comment about how weird their love is.]

4. Deepening Student Learning during Instruction

Refer to examples from the clips in your explanations.

- a. Explain how you **elicited and built on student responses** to promote thinking and develop students' abilities to construct meaning from, interpret, **OR** respond to a complex text.

[I elicited student responses by centering my instruction around what students noticed and what they observed about the text. The discussion, by nature, was driven by what each student said and found meaningful. For example, in the second clip, part of our discussion was focused around one student saying that he thinks that Romeo was in love with Juliet, and then changing his mind (5:49). I worked to incorporate student comments from both this discussion and from other times during the unit to encourage students to construct meaning both from the text immediately and to extend their observations and comments throughout the entire unit. This is evident in this section of the video because we made reference to text supports that we used in the class and to other discussions that the class had while reading the text. In addition to helping students extend their learning in this unit, this practice could help students extend their learning more naturally in other units through modelling and repetition.

I built on student responses by asking questions and encouraging continuing conversation about student comments. For example, in clip one, I continued a conversation sparked by a student's

comment and choice of quotation (0:05) for an extended period of time because I wanted students to interact with this important quotation that helps lend insight on what motivates Romeo (0:41). The students danced around the line we were trying to interpret, giving useful insight on other characters and even comments on Romeo during other parts of the play. However, my comments helped students focus on this aspect of the text through repetition and pointed, open-ended questions.]

- b. Explain how you supported students in using textual references (or, if a film, visual references or dialogue) to check or justify their constructions of meaning from, interpretations of, or responses to complex text.

[I supported students in using textual references to justify their interpretations of the text first by modelling the behavior. I demonstrated how I would first name my position and then would support my position with evidence from the text, reading a short quotation and explaining its importance. As demonstrated throughout clip 1, I am not opposed to asking pointed questions repeatedly to help students reach the crux of meaning for an important section of text. When students were asked to give opinions, I would also ask them to support those opinions with evidence. I asked them to discuss their opinions with other students, which gives students a low-stakes opportunity to discuss their thoughts and their textual evidence with other students in the class. For some students, I discussed with them one-on-one or in a group of three, allowing them to comment first and then offering my opinions to help them strengthen their arguments and make sure that they were prepared to share.

The construction of the assignment also supported students. Students were in a small group they were familiar with and were paired off with discussion partners to give them the opportunity to consider their answers before sharing their answers with the class. This makes the process of the

discussion less intimidating and more open to students, encouraging them to take risks when forming and sharing their opinions on this text, which, in turn, helps students engage with and interpret a text because they are more willing to justify their opinions when they have the opportunity to discuss it.]

5. Analyzing Teaching

Refer to examples from the 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 (such as students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[If I were to teach this lesson again, I would have planned more time for modelling and teaching students ways to effectively discuss literature with each other. Most of the students that I was working with picked these skills up quickly, but I think that giving students sentence stems, such as “I agree/disagree with... because...,” would have been helpful. Additionally, more modelling on how discussions occur, such as listening to other students, turning to the page number someone cites and reading the quotation as they share it, and responding to other students’ opinions, may have been useful. These were modelled by me during the discussion, but giving the students more opportunity to practice would have been helpful. Similarly, clearly explaining how literary present tense works would have helped the students. By explicitly explaining that when you are discussing a part of the play, you can only use the play up to that part to judge a

character's motivations and you cannot use outside source material (such as the conflation by students of the play and the movie) would have helped the discussion more than I was expecting.

Additionally, altering the questions so that the students were more engaged and the questions were more focused would have been useful. While there were a number of insightful comments and many student-driven discussions, finding or creating questions that students would have been more engaged with would have helped students be more involved in the discussion around the text.

Another aspect of this lesson that I would change would be to start off by clearly explaining to students that while I might have a different interpretation of the text, there are no incorrect interpretations as long as they have textual evidence. Even if I disagree with students on the meaning of the text, this does not mean that my interpretation is more correct than theirs. As such, by explaining this, students would be more able to disagree with me because they would feel more comfortable disagreeing with me.]

- 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.

[I believe these changes would have improved student learning because it would have given students more confidence in the activity and themselves. First, Kyleene Beers explains in *When Kids Can't Read: What Teachers can Do* that modelling is paramount to student learning. Beers explains that one method of modelling would be to recruit another teacher and get their assistance in modelling for the class (106-107). Beers says specifically that modelling the process of asking specific questions and making connections with a text with a colleague in front

of the class helps promote student learning during the reading process. Beers also says that allowing for multiple types of reformulations can help students make sense of a complex text (163); the comic strip assignment in the first lesson can be altered so that it can be used more effectively to further student learning and drive student discussion. During the discussion, it was clear that students were making connections to the text and interpreting the text. They were able to provide quotations and use strategies that we've discussed in the class before, but seemed to lack the confidence to truly thrive in this class activity. In the 2014 article "How Might Teachers Enable Learner Self-Confidence? A Review Study," Effie Maclellan explains that, while difficult to define, student self-confidence is incredibly important in student success. For example, when asked questions like "are you sure your answer is correct?," students lose self-confidence. As such, my refrain to students of "How do you know?" probably caused students to lose confidence without giving them enough opportunity to regain their footing. While Maclellan does emphasize that self-confidence is very individual, I may not have been taking into appropriate account that my students are at-risk learners who have significant gaps in their knowledge. Therefore, my challenging questions, which may have encouraged another class more effectively, might have antagonized my students or caused them to doubt their own abilities, making them less likely to take risks and fully participate in discussion.]

Assessment Commentary

1. Analyzing Student Learning
 - a. Identify the specific learning objectives measured by the assessment you chose for analysis.

[One specific learning objective measured by the assessment I chose for analysis was students' ability to interpret the motivations of one major character. Students were asked to compare and contrast Romeo's motivations toward Juliet and Rosaline in a three-paragraph essay. This assignment measures students' interpretation skills in multiple ways. First, this assignment asks students to identify important sections of text to support their ideas about the text and the prompt. This, therefore, has students interpret what sections of text are important and relevant. Next, this assignment asks students to interpret each section of text and determine what it means for each point of their essays. Finally, students must interpret how these sections of text interact and impact other sections of text; for example, students must evaluate whether Romeo's affections toward Juliet and Rosaline are more similar than different or more different than similar. Besides this, students were also asked to demonstrate their understanding of various writing techniques that they have been taught over the course of the semester. Students were asked to use a format for writing they are familiar with, which means that this assessment also provided opportunity to more organically assess their understanding of various parts of speech and grammar that they have learned about over the course of the year and during this quarter.]

- 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.

[

Grade:	A	B	C	D	F	I (Incomplete)
Number of Students:	0	0	2	8	3	2

The above table shows the grade breakup of my class in terms of this assignment. The students who completed the work fully, about the prompt, with any kind of evidence received a C. Students who received Cs were clear in their organization and had a clear understanding of the task. Students in the D category answered the prompt in a way that was not about the prompt, did not have evidence, and was difficult to follow. These students had complete work. Three students received Fs because these students' work was turned in but was not complete; two of these students did not have more than one paragraph, which was detrimental to their grades, and one student had three one-sentence paragraphs with no evidence, no capitalization, and no punctuation that did not address the prompt. Two students received Is (for "Incomplete") because they did not turn in any essay. No student received higher than a C because students struggled with both evidence use and language use; no student scored higher than a 3 on evidence and no student scored higher than a 4 on language use.

This assignment generally proved very difficult for the students. I asked students to have three paragraphs: a 2-3 sentence long introduction paragraph with a thesis, a body paragraph roughly eight sentences in length with at least two quotations, and a 2-3 sentence long conclusion paragraph. Of the students who turned work in, only five said that their assignment was completed to the extent that they would like it to be. Students received multiple other opportunities to finish this assignment, such as after they are complete with other assignments

for the class. Of those five, all of them used quotations, although only one used more than one quotation and none of them analyzed the quotations they used to much extent. Only one student who turned in work analyzed the quotation that they chose to any degree. Most students had at least one distracting spelling or grammar error. Even students who did not have substantial essays written often had confusing syntax or diction. Students did not use professional academic language, signaling an unfamiliarity with the concept of using academic language; as this was not a requirement for the assignment, students were not given negative marks for this.]

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

- constructing meaning from complex text
- interpreting **OR** responding to complex text

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

[Each student was told that they did not need to complete the graphic organizer on the front of their worksheet. This was meant to model the district assessment, where students are given the opportunity to use a graphic organizer, but are not required to do so. Exemplary students, like Student 1, were able to complete this assessment without problem and were very effective at organizing their essays. Other students, like Student 2, who is Student F from earlier tasks, may or may not have utilized this graphic organizer in the process of planning their essay; these students show essays that have less structure and are more prone to wander. Students like Student 3 did not complete a graphic organizer at all. Student 3 did not struggle with the content of the essay, however, as much as they struggled with achieving the motivation to complete the

essay at all. Many students in the class had trouble even starting the assessment and some did not write anything for their essay. Many students did not complete their essays. This may have been a commentary on the construction of the assignment: the assignment may have been too overwhelming for my students, even though they have done similar tasks in the past. As such, I would correct this in the future by chunking the assignment and breaking each task up into smaller sections with more instruction, both in the graphic organizer and in the process of writing the essay itself.

Students generally did well at conceiving of the assignment. Each student, when asked, was able to provide examples of how Romeo's love toward Juliet and Rosaline were similar and different. This shows that students were able to understand the question asked and were able to give examples of where this happened in the text; however, students were more or less able to put these thoughts and quotations down on a page in writing. This shows a disconnect between students' ability to understand the task and students' ability to perform on the task. This could be remedied by providing more thorough supports for students in the assignment itself.

Students like Student 1 show an understanding of the text with some interesting and unique interpretations. However, some of these creative views were not supported by textual evidence, leading me to question the accuracy of these views. Of course, these opinions could be correct, as there can be multiple interpretations of the text; however, for an opinion to be considered correct, it must be supported with textual evidence. As such, these students had trouble with their analysis and had trouble justifying their answers.

Most students, like Students 1, 2, and 3, had difficulty including textual evidence, especially quotations, in their writing. This is a recurring theme that the ninth graders have. When asked specifically and pressed for their answers, they are able to provide examples easily. However, when left to their own devices, students are unwilling to include quotations in their writing. Even more than this, when students did include quotations in their writing, they failed to analyze those quotations in a way that helped lend meaning to their theses. Students 1 and 2 did include quotations in their writing, but the quotations they chose were not self-evident as to why these quotations were selected.

Students like Student 2 had trouble conceiving of the assignment without consistent prompting. This student especially had trouble writing this assignment and was difficult to motivate. This student also had trouble creating unique and insightful thoughts, instead opting to listen and talk to other individuals, including both students and teachers. This student especially has difficulty reading and interpreting text, which negatively impacts this student's ability to perform on tasks such as this. This student was also given access to a smaller environment to write this assignment in. Student 2 was given access to a speech-to-text technology to assist in writing this assignment, which explains some of the errors made in this writing's grammar. However, this student also had the opportunity to correct grammar before submitting the essay; this student declined to make those corrections.]

- 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.

[Students began the precursor to their assignment in Lesson 2, the group discussion, where they discussed Romeo's motivations toward Juliet and Rosaline. However, the work that was

collected and graded was individual writing from students that drew on the discussions had in class.]

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 format that I gave feedback in for the three focus students was comments written on a separate page that I returned to the students. The comments are attached in documents entitled Student 1 Feedback, Student 2 Feedback, and Student 3 Feedback.

I wrote these comments because they help students conceive of where their skills lie and are strongest. This is useful because that helps students understand what skills they need to hone before they can be sure that their writing is well-rounded. The suggestions also help students focus on where they need to focus most on their skills for future papers, which will help students on future papers and writing assignments by reminding them of what skills they should consider working on. However, these comments are also short enough that students won't be intimidated by them while also being detailed enough to give students places in their writing they can consider focusing on in the future.]

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

[The feedback given to the three focus students addresses their strengths by providing them positive commentary before giving them thoughts to consider. This gives me the opportunity to praise students about a section of their work because every piece of writing has at least one valuable aspect that should be recognized and praised. Because I began my comments this way, students were more likely to consider my comments and come to me with questions because I established positive interaction before giving them areas to work on improving their writing. These comments also build on previous writing assignments that students have completed and comments that they were given during discussion and during the process of writing this assignment. This form of comment is also more likely to help students incorporate my feedback. Because my comments are phrased as suggestions instead of commands, students are able to consider my feedback without forcing students to make changes that I think are effective. Therefore, students are able to take ownership of their writing because they are able to make decisions about what comments they would like to incorporate. Students can keep these comment sheets with them over the course of their writing, which means that, because the comments are on a separate sheet, students will have an easier time utilizing these comments because they do not need to be immediately internalized.

The feedback given to these three students addresses their needs by giving them individualized comments in a common format that starts by praising their work so that they are more likely to be receptive to the criticisms. The feedback I provided is pointed, directed at only one aspect of their papers, and is written in a way that should be easy to understand and implement so as not to be overwhelming. This also gives me the opportunity to take every student into consideration

and give them comments that they would be helped most by; for example, I am able to take into account Student 2's IEP and specific language struggles. Students are also able to keep these comments private, which means that they will not need to have a conversation about the feedback I've given unless they choose to. This means that these students can come to me personally to get more in-depth feedback on their assignments without pressure.]

- 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.

[I will support each focus student to understand and use this feedback to further their learning related to learning objectives first by giving clear commentary that should be easy to understand, as demonstrated in the feedback documents. Second, I will give students the opportunity to meet with me during class work time or outside of class to discuss these comments with them and will remind them of this multiple times. Students should be able to interpret and utilize these comments on their own in the future, especially after meeting with me, if they choose to take the opportunity. Students will, therefore, be able to incorporate these comments into future writing assignments in order to better demonstrate their skills, especially considering that every quarter they are asked to write on a prompt for their district assessments.]

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, **AND**
 - discourse or syntaxto develop content understandings.

[Students demonstrate language use in their work samples by showing their abilities to comprehend the text and utilize it in ways that help them make their arguments. As such, they are able attempting to use their arguing skills. For example, Student 1 is able to summarize aspects of the text that may be relevant to this student’s main arguments. This student focuses on the differences between Rosaline and Juliet, which this student is able to address to some extent.

Student 2 struggles to interpret the text and use it to argue their point; this student uses few and seemingly-irrelevant examples to support their argument. While this student has one quotation, the significance is not explained to any extent. While the effort of using a quotation is a good start, the quotation does not seem to support the argument that the student is trying to make. The

student argues that Romeo is “crazy about both of them,” referring to Rosaline and Juliet. However, this quotation is from the beginning of the play, before Romeo even meets Juliet. While this quotation proves that Romeo has strong feelings for Rosaline, without analysis, this quotation seems to disprove Romeo’s feelings for Juliet because of how strong Romeo’s feelings for Rosaline are. As such, this student needs analysis of the quotation to demonstrate how this quotation proves this student’s arguments. This also impedes the student’s ability to argue because an argument is not complete without evidence of the claim; as such, this student shows that they need help with their arguing skills.

Student 3’s essay is incomplete and does not use evidence or specific text examples to prove their argument through analysis or interpretation. However, because this essay is not completed, this student’s work cannot be adequately graded. I can assume that this student was going to use quotations to support their work because this student does well in group discussions, but I cannot make that assumption for this student’s grade overall, nor can I assume that the student was going to perform those skills in the same way that this student does while speaking. As such, this student’s arguing skills may need more focus, but it is not clear.

Student 2 has very limited vocabulary. This student’s essay was written over a speech-to-text software which was not very accurate; this student declined to alter the text so as to make it accurate or grammatically correct. This student’s sentence structure was also simple and predictable. For example, the first paragraph is very basic. The student writes: “I will be writing about comparing an contrasting. Romeo wants Rosalind at the beginning of the play. Then Romeo starts to lose felling for rosaline and starts to love Juliet.” Because these sentences are

simple in construction, they combine with a limited vocabulary to make an uninteresting essay. Additionally, these show that the student needs more vocabulary assistance.

Student 1's vocabulary is generic, using words that are accurate, but uninspiring. This student is able to clearly communicate their idea, but does so in a way that is neither argumentative nor creative. This student's sentence structure is more varied: "Romeo had a Lover in the beginning and quickly Changed His mind once He saw Juliet. These 2 girls', Rosaline and Juliet Have Little in common and very many differences." While the student's grammar can be distracting, this student's syntax is varied and shows more complex sentences that are able to introduce more complex ideas than students using primarily simple sentences can because these complex sentences help students achieve depth.

Student 3's language is functional and precise, although could be more accurate and exceptional; this student's language score may have improved if this assignment had been completed. This student is able to use vocabulary that is more interesting and enticing. This, combined with the student's varied sentence structure, leads to an interesting start of the essay. For example, this student writes: "Rosaline saw right through him and wanted nothing to do with him. Juliet on the other hand couldn't see through his sweet talk and fell for his tricks." Although this student's syntax could be more varied, the syntax in conjunction with details (which are specific, but not specific enough to be evidence of an argument) and vocabulary choice creates a more effective writing style and proof of forethought on this writing assignment.

Each of the selected students have trouble using discourse on this assignment. While they are able to engage with each other to some extent while talking to one another, students struggle to

bring the same involvement, forethought, and ability to engage in counterarguments to their writing. While students' arguing and analysis skills are limited in discussion, they are almost not present in their writing. For example, Student 2 is either unable to or unwilling to analyze the quotation that they chose for their writing. Student 1 has some details, but does not specifically analyze them. Student 3 does not reach that point in their essay. As such, these students could benefit from more practice using discourse and argumentation.]

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).

[For future writing assignments, it is very clear that students need more built-in supports. This will especially help students with IEPs and 504s, such as Student 2; however, given the makeup of my classroom, all students would benefit from more assistance on writing assignments. All of my students this semester are considered “underperforming” in some way and have gaps in their academic knowledge. The chunking of assignments or breaking down of assignments into a series of smaller assignments would help my students who are struggling with overcoming the seemingly-sizable assignment. Through the creation of a series of assignments, students could also be taught how to break assignments down through modelling and practice. Students could

also have input on this process. Although every part of an assignment must be done, giving students the ability to discuss how an assignment should be broken up gives them more

Another next step that students would benefit from would be teaching them about using formal academic language in writing. This includes writing essays in third person (avoiding words like “I”) and avoiding colloquialisms (such as “check this out”). Students would benefit from this because these skills are useful in current and future writings because they will be able to utilize these skills for upcoming writing assessments and, eventually, standardized tests.

Students would also benefit from targeted lessons on grammar. Many students had trouble with comma usage and run-on sentences that could be helped by more focused practice. Students also had many problems with spelling; however, those issues can be remedied more easily through vocabulary lessons and practice.

Students like Student 1 would benefit from a more thorough analysis of the text, which means that this student could have the opportunity to conference with me about the use of quotations to prove an argument; however, all students in this class would benefit from that. This student would also benefit from a conversation on the scope of assignments; I did not find “you can read the book to find out how they are different and similar” to be a convincing argument that meets the scope of the essay. Therefore, this student and I can have a conversation on how to answer a prompt in its entirety instead of skirting around the main topic.

Students like Student 2 and Student 3 would benefit from help chunking assignments. Student 2, while given a checklist for assignment requirements, seems to have ignored the parts of it that

this student did not want to complete, harming this student's grade. By chunking the assignment, this student could get more thorough feedback on each part of the assignment before putting it together into one document, which could help the student conceive of the assignment in a way that is more complete. Student 3 seems to have gotten overwhelmed because of the size of the task at hand. Although the assignment was chunked by a checklist, this still seems to have been too much for Student 3 to grapple with. As such, both students could benefit from an assignment that is chunked into smaller pieces and spread out over the course of multiple class periods with the opportunity to conference with others or with a teacher in order to maximize student potential. Giving students the opportunity to conference will help students utilize conventions and express their ideas more clearly, which will help student writing in the future.]

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

[Based on the result of student work, a minilesson on academic language would be helpful for students. Jeff Anderson writes about the importance of minilessons in *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshops* (61-62), giving a basic format to follow that is easy to follow and has helped students on other topics. While Anderson's minilessons are typically on common grammar errors, these could be adapted to include altering grammar for formal assignments.

This same minilesson format can be adapted to help students with their grammar errors. Students generally had trouble with commas and run-on sentences. Anderson's model is especially well suited for grammar and has a number of lessons already planned for comma use and sentence structure. Students can also be taught to recognize these grammar errors during warm-up

activities where students label parts of speech and correct sentences; this may help students recognize patterns, such as how run-on sentences are often typified by an overabundance of conjunctions. These lessons can also be used in conjunction with focused writer's workshops where students are looking for particular errors. Penny Kittle describes how the writing process is complex and how focusing on the writing process in a workshop format can help students become more effective writers (12). This seems to indicate that by pairing a writing workshop with a series of minilessons, students can train themselves to identify and correct common grammar errors through conscious thought and practice.

Each of these lessons can be paired with the next work in the curriculum, *Oedipus Rex*. During this unit, students will be expected to write a research paper, which will require students to consider their evidence use to prove arguments, their use of grammar, and their stylistic choices. Because this research paper will be based off of myths that the students are given, the essay will be more a question of student choice, which means that students could benefit from discussions on how to choose textual supports for an argument and then an exercise in analyzing the text that they chose.

During the next unit, common student errors can be retaught or corrected using sentences from *Oedipus* as the foundational text. Sentences can be taken from this mentor text and then modified so that there is an easily identifiable error that students will be asked to find and correct. Things like comma use and run-on sentences can be identified and displayed in the mentor text as students are reading. Alternately, students could be asked to identify these grammar rules (or, better yet, grammar errors) as they are reading. Students would be more able to

Another way to address some common issues that students had would be to practice outlining essays. This could help students break down assignments into smaller tasks on their own. This would help students even more than chunking the assignment structurally because that would help students develop the skills necessary to help them break writing assignments down on their own, giving them a greater likelihood of being successful at future writing assignments when they are in a different educational environment. This could occur in a number of ways. Students could be given prompts and they could outline important aspects of answering the prompt. Students could also be given completed essays with the prompts, short at first and then longer, and be asked to reverse-engineer an outline. This could be helpful to students because it would show them the connections between finished essays and planning essays in smaller pieces to make an assignment more manageable.]

Appendix A: Lesson Plans for Learning Segment

Title: Comic Strip

Time: 47 minutes

Overview:

Students will choose one scene from *Romeo and Juliet* and depict it in five comic frames.

Objectives:

Students will demonstrate their understanding of *Romeo and Juliet* by drawing a comic strip that represents a key scene from the play.

Standards:

CCSS.ELA-Literacy.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Materials:

Handout (see Appendix C)

Colored pencils

Pencils or pens

Play

Procedures:

Time:	Activity:	Students will be:
5	Introduce activity	Listening actively, asking questions
30	Comic strip activity	Planning, drawing, coloring, looking through

5	Share out	the text Students will look at others' work projected on smart board and listen actively; students have the opportunity to talk about their comic strips.
5	Prepare for tomorrow's discussion	Listening actively, asking questions, thinking critically about questions
2	Pack up	

Assessment:

The comic strip will be turned in at the end of the period for a completion grade.

Special considerations:

This assignment is designed with the 13 students who have language considerations in mind by encouraging students to make a connection with the text and interpret a key scene of the text that they have been provided page numbers for. Students are able to ask questions about the text and about the assignment throughout the course of the lesson because the activity is structured in a way that students can ask questions both of each other and of a teacher. Students will be able to discuss their ideas with other students and will be able to comment on what aspects of the text they thought were key to interpreting the text.

Student A will have the opportunity to have the instruction explained multiple times. This student will also be able to get extra adult help. This student could use newspaper photographs that they think could help them illustrate the text. This student, if needed, can also be given extra time on this assignment.

Students B , C, and D can be given space in a different room to work on their assignments, in accordance with the IEPs and 504, which state that these students can be given smaller testing environments. These two might also appreciate having a quieter location to complete their assignment, even though this isn't a test. Student C can be given extra time on the assignment.

Title: Final Discussion

Time: 47 min

Lesson overview/summary:

In this, students will address key questions about some of the themes and major aspects of *Romeo and Juliet*.

Objectives:

Students will demonstrate their understanding of *Romeo and Juliet* by discussing questions related to some of its major themes.

Standards:

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Materials:

Handout

Writing utensil

Procedures/Timeline:

Time:	Activity:	Students will be:
5	Introduce activity/model	Listening actively and asking questions
40	Students will think-pair-share on the below discussion questions.	Students will write their thoughts on a piece of paper, share them with one person, and then will be invited to share their findings.
2	Reflection	Students will reflect on their major epiphanies about the text, their ending thoughts, and things they are still curious about.

Discussion model:

Desks will be arranged in a circle. Students will sit with a partner and will have the opportunity to complete the questions one at a time individually. They will then be given one minute to discuss this question with the person sitting directly next to them about the conclusion that they came to. Groups will then be asked to share their answers with the class.

Discussion questions:

What motivates Juliet to make decisions?

What are Romeo's motivates toward Rosaline?

What are Romeo's motivations toward Juliet?

What motivates Romeo's and Juliet's parents?

How are Tybalt and Benvolio similar? How are they different?

Is revenge ever justified?

Can parents control their children's actions?

Assessment:

This assessment will be formative—I will assess student learning by listening to their conversations and commentary and evaluating their understanding of the text. As a formal recognition that they participated in the activity, I will collect their final reflections as a ticket out.

Special Considerations:

The 13 students who have language considerations are accommodated in this lesson because students are able to bring their personal experiences to this discussion about the text. They have access to their plays, their notes, and their graphic organizers that they have been given over the course of the semester. Students will be asked to give examples from the text, but are about to use background knowledge on the text that we have discussed multiple times in class. Students will also be asked to touch on the unit's essential question, which has been an emphasis in earlier discussions and annotations.

Student A will have the opportunity to sit near a teacher in the circle and converse with the teacher about the text. Additionally, this assignment's instructions will be read aloud, re-explained, and then modelled, which should help this student understand the purpose of this assignment more effectively.

Student B will be given the opportunity to ask further questions on the assignments instructions. In addition to this, the assignment's instructions will be read aloud, re-explained, and modelled.

Student C will be given a choice of seating location in the circle. The assignment will be clearly explained and re-explained. Students, including Student C, will be given the opportunity to ask questions about the task before and during modelling. This student will also be given the opportunity to take a break during discussion. If needed, this student will be given an extra 30 seconds to finish thinking and writing. This student will also be given the opportunity to only use page numbers without describing the quotation, although the student must make reference to the quotation in analysis.

Student D will have the opportunity to sit near a teacher in the circle and will have the opportunity to converse with a teacher about the text. This student will also be allowed breaks during the discussion.

Title: Final Constructed Response

Time: 47

Lesson overview/summary:

In this, students will write a three-paragraph essay on the motivations of characters.

Objectives:

Students will demonstrate their understanding of *Romeo and Juliet* by writing an essay that describes the motivations of Romeo toward Rosaline and Juliet.

Standards:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Materials:

Essay handout

Writing utensils

Procedures/Timeline:

Time:	Activity:	Students will be:
5	Introduce topic for power paragraph	Listening actively, asking questions
40	Write constructed response	Writing, asking questions
		When students are finished, they can quietly read or work on homework from this class or another class.

Essay Response:

Topic: Compare and contrast Romeo's motivations toward Rosaline and Juliet. Remember to use quotations from the text.

First, students have the opportunity to use the attached graphic organizer to complete their essays. However, the graphic organizer is not required. Students will respond to the prompt in essay form. This essay should be structured, roughly, as follows:

Intro:

Sentence 1: Hook

Sentence 2: Thesis

Sentence 3: Preview

Body:

Sentence 1: Topic sentence

Sentence 2: Reason 1

Sentence 3: Evidence for reason 1

Sentence 4: Explanation for reason 1

Sentence 5: Reason 2

Sentence 6: Evidence for reason 2

Sentence 7: Explanation for reason 2

Sentence 8: Conclusion

Conclusion:

Sentence 1: Review

Sentence 2: Restate thesis

Sentence 3: Closer

Students will be familiar with the format and a color-coded poster for the body paragraph is hung in multiple locations around the room.

Assessment:

Students will turn in their essay at the end of the period.

Special Considerations:

The 13 students are being accommodated in this lesson because the lesson is broken down into small tasks, which helps them focus on each individual sentence instead of the difficulty of completing an entire essay. Students are also given the opportunity to use a graphic organizer to

help visually sort their thoughts, which will help students who struggle with chunking assignments. This will also help these students organize the quotations that they used previously for the final discussion, the notes of which they will be allowed to use on this assignment.

Students A, B, C, and D will be allowed to write in a smaller environment where the assignment instructions will be read and explained aloud. Students will have the opportunity to ask questions about the assignment. Each of these students will be allowed extra time on their writing assignments. Students C and D are allowed to take breaks during writing.

Appendix B: Assignments

Accompanying Lesson: Comic Strip

Comic Strip Assignment

Directions: Your assignment is to create a comic strip. Your job as the artist is to pick one scene of the play and depict it in a five-frame (five box) comic strip. You may choose one of the following scenes: the balcony scene (Act II, sc. II), the fight (Act III, Sc. I), or the resolution (Act V, sc. III).

Rules:

1. The comic strip must be at least five frames.
2. Each frame of the strip must have dialogue that comes directly from the text (in quotations!)
3. The entire strip must include more than one character.
4. All characters need to be identified somehow (example: names on their clothes).

Accompanying Lesson: Final Discussion

Discussion Handout

Directions: Fill out the left-hand side of this worksheet with your opinion on the question. Make sure to use textual evidence to support your claims. Be prepared to share your findings with the group! On the right side of the paper, use that space to take notes on what others say about this question.

Question

What motivates Juliet to make decisions?

What are Romeo's motivates toward Rosaline?

What are Romeo's motivations toward Juliet?

What motivates Romeo's and Juliet's parents?

How are Tybalt and Benvolio similar? How are they different?

Is revenge ever justified?

Can parents control their children's actions?

Appendix C: Assessment

Accompanying Lesson: Final Response

Name: _____ Period: _____ Date: _____

Romeo's Love Triangle

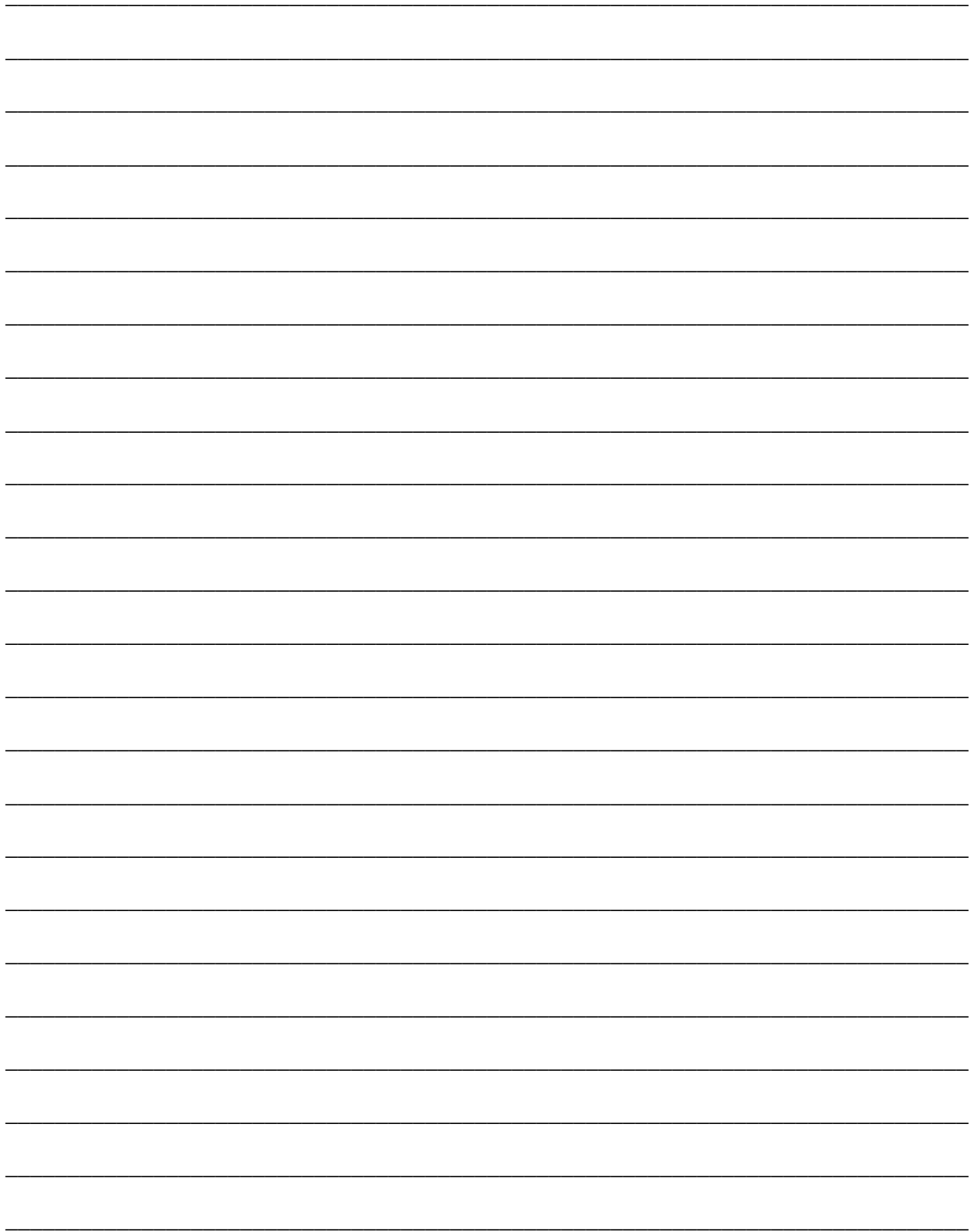
Directions: Compare and contrast Romeo's motivations toward Rosaline and Juliet. Remember to use quotations from the text! For the comparison section, there should be one quotation about Rosaline and one quotation about Juliet for every major similarity. The differences should be about related traits. After, write a three-paragraph essay outlining your findings.

Differences

Juliet

Rosaline

Similarities



Appendix D: Assessment Rubric

	6	5	4	3	2	1
Skill:						
Understanding of the task /6	Student has a clear and complex understanding of the task	Student has a clear understanding of the task	Student has an understanding of the task	Student has some understanding of the task	Student has a poor understanding of the task	Student has little to no understanding of the task
Evidence /6	Student uses ample, relevant and specific examples from the text	Student develops ideas with relevant and specific examples from the text	Ideas are developed with adequate examples and evidence	Ideas are developed with limited examples or evidence	Ideas are developed with repetition and limited examples or evidence	Ideas are underdeveloped with few, if any, examples or evidence
Organization /6	Organization is intentional and logical	Organization is clear, logical, and predictable	Organization is predictable, put present	Organization is simple	Organization is minimal	Organization is lacking
Language Use /6	Language use is exceptional, effective, and word choice is varied; if any, there are few errors that are distracting	Language use is skillful; there are few errors that are rarely distracting	Language use is functional; There are some distracting errors that do not impede understanding	Language use is generic; there are some distracting errors that sometimes impede understanding	Language use is basic; errors frequently distract and impede understanding	Word choice is simple; errors frequently distract and significantly impede understanding

Rubric adapted from Laramie County School District 1 Secondary English Language Arts On Demand Writing – Holistic Scoring Guide