

TASK 2: INSTRUCTION COMMENTARY

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

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

[In video clip 1, parts of lesson days 1 and 2 are shown. In video clip 2, parts of lesson days 2 and 3 are included.]

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?

[VIDEO 1: I was able to reflect respect for the students by starting the lesson with eye contact; from 0:00:01-0:01:12 I sat on the floor with students as I introduced our unit. At 0:01:19-0:06:53 of the video, one can see me reading through our model article together with them in order to support the diverse learning levels in my class. I was able to show them how to read for comprehension through fluency, highlighting and note-taking. I chose to pull sticks with the students' names on them for the lesson on day 2 in order to create a more positive and equal learning environment where everyone is expected to participate and prompted to share (0:07:02). At 0:01:56 I asked students to repeat a concept after me, "fact outline," because I wanted to accommodate those students whose attention tends to wander during lessons. Also, at 0:00:28 I challenged my students to write their summaries only using 3-5 facts. Many of them had to work at prioritizing which facts were the most important in order to accurately summarize the story.

VIDEO 2: At 0:04:09, I high fived a student in an attempt to further her positivity and motivation for the hard work she had put into the graphic organizer.]

3. Engaging Students in Learning

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

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

[VIDEO 1: The video shows part of my lesson from day 1 where I worked with students to dissect an article (0:01:35), use the IVF strategy (0:05:55), create a fact outline (0:06:51), and a concluding statement. I modeled these tasks for them in order to set up a base knowledge of how to do it independently; I showed them helpful strategies like highlighting and built them up to being confident in doing it themselves.]

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

[VIDEO 1: At 0:00:01-0:01:12 I started to link the students previous knowledge of different types of text by asking them questions and initiated discourse on what fiction versus non-fiction is, and what a newspaper is, what they have seen in it. The students responded with answers

that showed me that they had an understanding of the differences between fiction and non-fiction texts.]

4. Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

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

[VIDEO 1: As we read through the article together on lesson day 1, we highlighted the text to make pulling out the main idea and supporting details easier. In order to do this I asked the students what things they thought should be highlighted. Also, at 0:08:44 I went through the IVF strategy in detail by having the students tell me what each letter stands for and what examples would be. Their responses were the center of conversation.]

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

[VIDEO 1: Specifically while teaching the IVF strategy (0:09:28-0:11:32) I was able to model for students what their topic sentence should include.

VIDEO 2: Once students were given time to work on their graphic organizer independently, I announced that I would stay on the carpet for anyone that still felt they needed support or wanted help (0:01:25-0:02:24). The video shows me explaining the instructions with one student and getting him started. It also shows me observing students working and deciding where I can further assist them. At 0:02:36, I am working to support a student who is one of my struggling readers/writers.]

5. Analyzing Teaching

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

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

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

[In order to better meet my students varied learning needs, I would allow them to work with a partner to read and comprehend their text. In this way those students whom need extra help understanding what the main idea of a text is can get help from both myself and a peer. This would also boost their confidence to take on the task because they would know that they were not doing it alone.]

- 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 my students would benefit from working in pairs based on principles from the gradual release model. If students were given the opportunity to practice these strategies in groups before doing work independently, they would have the chance to deepen their understanding and strengthen their confidence.]