

TASK 1: PLANNING COMMENTARY

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

1. Central Focus

- a. Describe the **central focus** and the essential literacy strategy for comprehending **OR** composing text you will teach in the learning segment.

[Students' central focus will be to learn how to summarize in one paragraph by comprehending and dissecting non-fiction text. This will require them to identify the main idea of the text, its supporting details and ways to synthesize information.]

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

[The essential literacy strategy of summarizing is supported through standards and objectives that require students to determine the main idea of a text and key details and read for comprehension. The related skills are strengthened through standards and objectives that encourage students to read with fluency, compose text with some type of conclusion and revise their own and one classmate's writing. Both reading and writing are incorporated throughout all four lessons; they are read to, reading independently and reading with a peer. They are given opportunity to see writing done and modeled, then asked to write themselves and then asked to review and edit a peer's writing.]

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

[My plans work to connect summarizing and comprehending non-fiction text through my graphic organizers and gradual release model. Students are first shown how to properly dissect a text and complete the outline of a summary paragraph. In the lessons following, they are given the opportunity to dissect an article of their own modeling what the teacher has shown them. Next, they synthesize their outline to form the summary. Students are supported along the way and their schema is slowly built more each day to allow for an independently finished product.]

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 know how to read fluently, spell most common words and write when teacher assisted and directed. They have worked on writing both opinion paragraphs and essays of non-

fiction and historical texts. This is the first time students will be exposed to the idea of summarizing a non-fiction text in one paragraph.]

- 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?**

[My students come from upper and middle class families. They are exposed to varied cultural diversity at the school and within the community. They are generally a happy, on-task and well-behaved group. There are free meals on campus for anyone who may need it.]

3. Supporting Students’ Literacy Learning

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

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

[I chose to base my lessons on the gradual release model and teacher modeling in order to most effectively support every type of learner in my classroom. The gradual release model is a best practice that allows me to build students’ understanding of the content on day one of the lesson and then show them how to utilize that information on day two so that by days three and four students are ready to independently synthesize those new skills and their lesson tasks. I utilize teacher modeling of how to summarize a text on day one in order to build struggling students’ confidence and support the whole class where needed.]

- 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).

[My instructional strategies support the whole class by leveling the understanding level of the content so that even the struggling students are prepared to do some independent writing. There are places and time within my lessons if needed for students to be given extra support such as auditory hearing of the articles or additional examples of written summaries.]

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

[It is a common mistake for young readers and writers to think that summarizing requires including every single detail and aspect of a text; so much so that their summaries end up being “retells” instead of “summaries.” I am able to address this through my graphic organizer. Students are taught to first find the main idea of a text and then use the fact outline strategy in order to prioritize the supporting details of it.]

4. Supporting Literacy Development Through Language

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

- a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for students to develop and practice the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

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

[The lesson segment's language function is to summarize a text into one paragraph.]

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

[On days two and three students are given the opportunity to utilize their graphic organizers in order to summarize a text and compose a summary paragraph.]

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

- Vocabulary or key phrases
- **Plus** at least one of the following:
 - Syntax
 - Discourse

[Students will need to learn vocabulary that includes main idea, supporting details, inform, verb, synthesize, paragraph and summarize. They will support the language demand and function through verbal and written discourse.]

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

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

[Day one of the learning segment consists of the teacher reading a text, demonstrating how to highlight and underline it for comprehension and modeling how to pull out the main idea and supporting details in order to accurately complete page one of the graphic organizer, "My Summary Paragraph Outline." This sets students up for the tasks to come and begins to build their schema of what a summary is and what it should look like if done correctly. They are directed to take part in verbal discourse of how to fill in the graphic organizer as a whole group and then later released to determine those things on their own.]

5. Monitoring Student Learning

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

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

[DAY 1 - (informal) Teacher assesses students through contributions to whole group activity and display of understanding through questioning/conversation.

DAY 2 - (informal) Check page one of graphic organizer, "My Summary Outline," for accurate identification of main idea, supporting details, and use of the IVF strategy to form a complete topic sentence.

DAY 3 - (informal) Check page two of graphic organizer, "My Summary Paragraph Outline," for accurate completion.

DAY 4 - (formal) Check that student completes self/peer edit page. Give final assessment grade of final news story summary paragraphs using "Summary Writing Scoring Guide" rubric.]

- 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).

[Students with IEPs and struggling readers are supported throughout the lesson with whole-group work and modeling on day one, teacher support on day two and three, and peer assistance on day four. English language learners would be able to complete the lesson day one the same as the general education students but may need additional support on the following days; someone can read the articles to them and they may have the option to orally summarize the text instead of write it and still meet the standards for the learning segment. Gifted students have the opportunity to move at their own pace each day; if essential literacy strategy assessment is completed before other students they may read the other non-fiction articles in their packet for comprehension and fluency practice.]