

## Exemplary Planning Commentary: Elementary Literacy

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### **1a. Central focus of the segment**

The central focus for the content I will teach in the learning segment is for students to practice composition strategies of literacy elements involving writing. In the learning segment I have planned, students practice sequenced writing by creating a realistic fiction story that includes a pretend character, setting, problem, and solution to the problem. The purpose for the content that students learn across the three lessons is to benefit their comprehension of essential literacy strategies, which have been identified based on Common Core State Standards, as well as results from the formal preassessment given prior to the learning segment. The key standards that are represented throughout each lesson of the learning segment involve literacy skills that are integrated to directly support my students' development, and refinement of the chosen strategy; in this case, composition of text. One of the standards addressed in the learning segment is, CCSS. ELA- Literacy. W. 1. 3 *Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.* To elicit a connection of literacy skills I have also incorporated the standards CCSS. ELA- Literacy. RL. 1.3 *Describe characters, settings, and major events in a story, using key details* and CCSS. ELA-Literacy. SL. 1.4 *Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.* All of the chosen standards directly relate to the Central Focus, because students learn requisite skills as a writer, which they will understand through explicit connections I make between reading and writing. For example, in Lesson 1 students organize ideas to develop a character, setting, and a problem, and study how authors of realistic fiction create stories with real life problems, but use pretend characters. In Lesson 2, students learn to use familiar experiences to add details to their story to make their character, setting, and problem more descriptive, which represents skills from the Common Core State Standards CCSS. ELA- Literacy. SL.1.4, and CCSS. ELA- Literacy. RL. 1.3. In addition, prior to planning the learning segment, I also identified skills that were appropriate to the grade-level readiness of my students, which I assessed based on prior knowledge of their writing abilities from previous units. By thoughtfully planning the Central Focus with purposeful content, I am supporting my students in making reading and writing connections, which will help them independently apply the essential literacy strategy and skills.

### **1b. Connecting lesson plans to strategies, skills, and reading and writing**

An essential literacy strategy for first grade students involves composing text that reflects a particular genre of writing, which is described in CCSS. ELA- Literacy. W. 1.3 *Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.* When students are given the opportunity to interact with an array of genres of writing, it increases their understanding of effective literacy strategies and skills that they can independently use to become avid writers. The requisite skills I have identified for the learning segment were chosen to reflect appropriate, grade-level readiness skills to support my students in their learning. Requisite skills that I centered instruction on include attributes of genre; in this case, realistic fiction, and organization. While the requisite skills of writing with attributes of a particular genre and organization are important, there are bountiful skills that my students will use throughout the learning segment in order to express their progress of the Central Focus and Learning Targets (i.e. learning objective). For example, in the Instruction Inquiry Preview Review portion of Lesson 2, students recall an analogy, *watermelon versus seed stories* (Instructional Material 2.1), used in previous genres of writing to help in the brainstorm process of writing. In this activity, students use prior knowledge to verbalize why adding details to a story can make their writing more descriptive. I also build an authentic connection between reading and writing by using mentor texts to lead students in independently applying the literacy strategy of composing text. For example, in Lesson 1 Instruction Inquiry Preview

Review, I enable students in finding a connection between writing and reading when I introduce them to the mentor text *Henry and Mudge and the Happy Cat*. I communicate with students that the stories in the mentor text describe characters that get into real life problems, but are based on pretend characters. Using a mentor text is an instructional method I use in each writing unit to examine how different genres of writing reflect a specific style, by using effective writing strategies to that particular genre. As students progress throughout the learning segment, they will refer back to our mentor text to build upon their requisite skills and maintain a reading and writing connection. In Lesson 2, students continue to build a connection between reading and writing during the first Practice Activity Support where I ask students to locate in our mentor text (Instructional Material 2.2) where the author used dialogue, action, or feelings. By examining mentor texts students are able to distinguish how reading and writing are interdependent of one another, and that they can use writing strategies from mentor texts during their independent writing practice.

### **1c. Explaining how lessons build on each other and link to context**

The lesson plans that I developed build on each other to help students compose text in meaningful contexts by extending key concepts as writers, which students insistently practice in each activity lesson during the learning segment. The activities in the 3 lessons are designed to provide optimal experiences for my students to learn, practice, and apply strategies of realistic fiction writers that will help them compose a story of their own. In Lesson 1 students detect the first step of composing a realistic fiction story by identifying how to create a pretend character, setting, and a problem, which they are first exposed to when they recite and discuss the Learning Target (i.e. learning objective) (Instructional Material 1.1). To synthesize an understanding of how existing authors compose text, I use a mentor text, *Henry and Mudge and the Happy Cat*, to bridge a connection between reading and writing; in turn, strengthening their literacy connection. In Lesson 2 students translate their skills of sequenced writing when they participate in activities that match the learning target, which centers on using familiar experiences to add details to their existing story. For example, in the first Informal Assessment of Lesson 2, students remember details about an experience and share their ideas with a partner to become familiar with thinking of important details. As students continually practice organizing their ideas to reflect the genre of writing, realistic fiction, they progress towards reaching goals defined in the Central Focus and Learning Targets. Students apply what they learn in Lesson 1 and 2 when they develop an ending to their story in Lesson 3, by finding a solution to their problem using details, which is a skill identified in the Learning Target. In addition to building connections to prior learning targets and acquired skills, I also enhance student comprehension of effective writing skills by recalling prior knowledge from different genres of writing across several points of instruction, which can be seen in Lesson 1, 2, and 3.

### **1d. Opportunities to express learning targets (Washington State only).**

Students are given opportunities to express their understanding of the learning targets at several points of instruction. Methods I offer for students to express their understanding involve verbal, visual, and written formats to reach a wide range of learners. Prior to beginning the main chunk of instruction in each lesson, I introduce the learning targets to students to activate their prior knowledge of academic language and expose them to the content they will learn during the lesson. For example, in Lesson 1, students express their understanding of the learning target (Instructional Material 1.1) by pair-sharing their knowledge of the vocabulary terms, which includes; *pretend, setting, problem, and realistic fiction*. It is important for students to recognize the academic language, to obtain a full understanding of the learning targets and what they need to do to reach a goal. By giving students opportunities to verbally express their knowledge of academic language, it connects new content to prior knowledge. I also use frequent informal assessments to ensure students are making progress in meeting the learning targets, which if needed, I will alter instruction in the midst of a lesson to support student needs. In Lesson 3 students are able to express their understanding of the learning target when I say “*writer’s let’s talk about our goal for today and if there are underlined words that are new to us,*” which not only encourages students to access prior knowledge, but also exposes them to the goal for the present lesson. I ensure to give my students opportunities to express their understanding of the learning targets before I begin direct instruction in each lesson from the segment. All of the learning targets from Lesson 1, 2, and 3, are equally important for students to learn to successfully guide them in meeting goals from the Learning Segment, Central Focus, and Learning Targets.

### **2a. Summary of students’ prior knowledge**

I assess prior knowledge throughout my Lesson Sequence using a variety of different strategies. Before beginning the learning segment, students completed a formal on-demand assessment writing prompt where they recalled information they knew about realistic fiction, as well as other writing skills, to create their best story. The on demand assessment was also used for my knowledge to assess what they knew about the Central Focus and Learning Targets. Angelo and Cross (1993) identify on-demand assessments as an effective method to assess declarative learning related to the content of a specific subject; in this case, realistic fiction. Based on the results from the preassessment, I was able to comprehend that my students needed to be given a foundational overview of realistic fiction before launching the Lesson Sequence. I formulated the Central Focus, *students practice sequence writing by creating a realistic fiction story that includes a pretend character, setting, problem, and solution to the problem*, to encompass requisite skills for the Learning Segment, which include organization of writing and attributes of genre, as well as the literacy strategy composition of text. The Learning Targets for Lessons 1, 2, and 3, also address questions related to knowledge and skills aligned with the Central Focus to support student learning. To reach the Learning Target for Lesson 1, students practice independently, with a peer, and with the whole class before they transfer their ideas to a plan sheet (Instructional Material 1.4). In the first Informal Assessment from Lesson 2, I assess my students' knowledge on identifying details of a setting, by probing them to remember details from personal experiences. Incorporating student prior knowledge of distinguishing how details can be used to support their writing, assists in deepening student understanding of integrating skills from all aspects of writing. Over the duration of the learning segment, my students are learning to compose a text by using organizational skills to plan the events of their story and reflect the genre of realistic fiction. To provide additional support to students with literacy needs and IEP/504 plans, I monitor their progress, offer guidance with questions and examples, and give verbal cues during activities from Lessons 1-3.

## **2b. Summary of student assets**

When I developed the central focus for the learning segment, I ensured to mindfully choose lesson activities that address student assets relating to their personal, cultural, and community backgrounds. There are a variety of learners in my classroom who obtain different strategies and support in order to successfully meet their needs. I have one student in my classroom with an IEP Plan, and one student with a 504 Plan, whom both receive support pertaining to their individualized goals throughout the entire lesson segment. My classroom also has two students who are identified as underperforming in literacy skills, whom I provide additional scaffolding to prompt rich literacy experiences that help in their progression of mastering the Learning Targets. The knowledge of my students' interest and prior learning is a main factor in planning lesson activities to integrate student assets. Each writing unit from the curriculum, titled *Units of Study*, encompasses skills that students utilize to reflect the present genre of study. One way I support literacy development, to build upon student knowledge of content, is through the use of mentor texts. The choice of mentor texts used within the writing units are chosen based on student interest and age level. For example, in Lesson 1, I introduce students to our realistic fiction mentor text, *Henry and Mudge and the Happy Cat* (Instructional Material 2.2), which is a series my students have high interest in, that I distinguished based on daily observations of books they choose to read. One activity from Lesson 3 where I consider student assets related to the central focus is in the first Informal Assessment of Lesson 3, where I ask students to think of an example of how they can use action, dialogue, or feelings to make an ending. This represents integrating student assets, because I encourage students to individualize an end to their story by using skills as a realistic fiction writer.

## **3a. Selecting learning activities based on prior knowledge and other assets**

Based on the results from the on demand preassessment, which was used to examine prior academic learning, I chose to implement instructional strategies that would support my students in completing learning tasks. Vygotsky believed that when scaffolding is used effectively in instructional situations, between an expert (the teacher) and a novice (the students), the students would arise with new understandings and build upon their prior knowledge to formulate ideas. I incorporate the instructional method scaffolding to connect new content to my students' prior academic learning during several points of instruction. In Lesson 1, scaffolding can be seen in the Instruction Inquiry Preview Review, when I discuss the process for thinking of a pretend character by modeling aloud first, then giving students the opportunity to try on their own. Students first witness me modeling how to perform the task, then practice independently where they are given support when needed, and finally students verbally share their ideas with a peer. I also scaffold students in their comprehension of realistic fiction writing by building on content learned in each of the lessons and activities from

Lessons 1 thru 3. To ensure students are successfully performing each step, I monitor student progress and give feedback when necessary to encourage independence, and guide them towards a mastery of realistic fiction writing. I scaffold all of my students learning by performing informal assessments and giving extra guidance to those with literacy support needs and IEP/504 plans. If there are students that need differentiated instruction during the lessons, I adapt the learning tasks and materials to fit their needs. For example, in the second Informal Assessment of Lesson 2 I take anecdotal notes to identify students who need additional scaffolding during independent writing time as a reminder to check in on those students. I commit to make classifications based on a combination of prior academic learning, student assets, and informal assessments to guide the adaptation of learning tasks and materials throughout the learning segment.

### **3b. Selecting learning activities for the whole-class and individuals**

The instructional strategies, and planned supports, of the learning segment are appropriate for the whole class, individuals, and groups of students with specific learning needs in a plethora of ways. When I plan instructional activities I am persistently mindful in the supports that I choose, because I aim to adapt the learning process to fit the needs of all the learners in my classroom. Marzano (2011) concludes that teachers should carefully plan and execute instructional strategies that engage students in cognitive complex tasks to stimulate a connection of real-world applications to help students make a link between instructional goals and personal goals. I incorporate Marzano's strategies to appropriately use learning tasks that fit the needs of my students. For example, the instructional strategies I have translated into the learning segment include; formal assessments of prior, and post, learning, previewing of upcoming material, recalling prior skills and knowledge, frequent formative assessments, cooperative learning activities, guided inquiry and direct instruction, teaching in small chunks of important information, closure assessment of student voice, and connection of how to apply learning from lessons to students' own work. Each of these planned supports and instructional strategies reflects Marzano's methods, because they have been chosen based on knowledge I have obtained about my students' to provide optimal learning experiences. Lesson 1 displays an example of the instructional practices activating prior knowledge, previewing upcoming material, and connecting new content when I review a prior writing unit about narratives by making a connection to realistic fiction writing. I accomplish this by explaining to students that realistic fiction writing is like narrative writing, to engage students in constructing new academic learning. To further support this connection, I use a comparison of watermelon versus seed stories (Instructional Material 2.1) in Lesson 2 to engage my students in applying new knowledge in each task. These examples of planned supports and instructional strategies are applicable to all of students, including my students with IEP plans, 504 plans and those underperforming in literacy skills, because I designed the instruction using methods from Marzano and knowledge of student assets to fully benefit their academic learning.

### **3c. Resources for getting help on learning targets (Washington state only)**

A priority of my instructional practices involves providing students with resources to support their progress toward learning. In the learning segment, I formulated a variety of tools students could access to self reflect upon their progress and determine what steps they needed to take to meet goals identified in the Learning Targets. Angelo and Cross (1993) recognize that students need opportunities to assess course related knowledge and skills, which can significantly promote critical thinking and application of conditional knowledge. Resources I used that replicate Angelo and Cross' methods of student reflection include; an organizational plan sheet (Instructional Material 1.3), an exit slip (Instructional Material 1.4), several informal assessments, and a self-evaluation rubric (Instructional Material 3.5) after Lesson 3. Students are made aware of the resources, because I explicitly communicate how they can be used to support them in assessing their progression toward the Learning Targets. For example, in Lesson 2 during the Closure Assessment of Student Voice, students reflect upon their current writing to devise a goal that pertains to their individual needs. This resource helps students to assess their progress towards the learning goal, because they have to examine what aspects of realistic fiction writing they have incorporated into their own writing at the end of Lesson 2. I provide support to my students by giving feedback about their goal and asking them how they are going to implement their goal into their writing. If I notice students are having difficulty assessing their progress, I would extend their thinking by examining their story with them. The planned supports are appropriate for the whole class, because I offer verbal, written, and visual resources for students to support their progress toward meeting the learning targets. One instructional method and resource that is used during multiple learning activities is giving a thumb up or down. In Lesson 3, this resource is

prevalent in the first Practice Activity Support when students listen to the ending of the mentor story (Instructional Material 3.4) I created to determine if I used action, dialogue or feelings, which is identified as a skill in the Learning Target for Lesson 3. By giving a thumb up or down, in response to a question or activity support, students are communicating with me if they need additional support so that I can help them progress towards meeting the learning targets. Students also use this visual cue to help them recognize where they are in approximation to reaching the Learning Targets.

### **3d. Managing misconceptions**

Common developmental approximations or common misconceptions within the literacy central focus involve confusion with the style of writing for realistic fiction. Students often associate the term fiction, with the meaning that a topic is pretend, or make-believe. Though realistic fiction is a pretend story, the content requires events that could happen in real life. One misconception I anticipate students having is identifying characters and a problem that are realistic to everyday life. To address the main misconception I have identified, I will use mentor texts that students are familiar with to provide a distinct comparison of realistic fiction stories versus fiction, or fantasy. For example, in the Instruction Inquiry Preview Review of Lesson 1, I explain how the text *Henry and Mudge and the Happy Cat* is a story about real life problems, but the characters are not real. A specific strategy that I will use to respond to developmental approximations or misconceptions will be to receive input from my students. Since each of my student progresses at a different rate, I will respect their individual levels of development to provide learning experiences that benefit their academic learning. Piaget described the developmental process of children as following a cycle in which they gradually progress and obtain new levels of knowledge depending on their point in development. I integrate Piaget's mindset into my instructional practices by modeling requisite skills, writing with attributes of a genre and organization of ideas, so that my students can progressively enrich their understanding of new content to address common misconceptions that arise.

### **4a. Identifying the language function**

The language function essential for students to learn the literacy strategy within the planned central focus is; *create*. The cognitive task of creating is identified in the upper level of Bloom's Taxonomy in which students create a product based on their intellectual learning from a task. Creating a story that resembles sequenced writing embodies skills that are identified as characteristics for first grade students according to the Common Core State Standards, which is listed in CCSS. ELA- Literacy. W. 1.3 *Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.* Therefore, the Central Focus I developed for the Learning Segment is directly aligned to standards. The literacy strategy and language function is; *students practice sequenced writing by creating a realistic fiction story that includes a pretend character, setting, problem, and solution to the problem.* Since the identified literacy strategy is composing a text, the language function directly supports student mastery of the Central Focus, because students create a realistic fiction story that reflects the requisite skills and knowledge acquired throughout the learning segment. The instructional supports I have chosen are designed to meet the needs of all my students, whom hold different levels of language learning, which is reflected upon knowledge of my students. I elicit rapport with each of my students to establish a learning environment focused on their individual needs, which has been determined based on student assets. In Lesson 1 students interact with the language function, *create*, in the last Practice Activity Support when they think of a pretend character, setting, and problem and organize their ideas on a plan sheet (Instructional Material 1.3). In this task students apply what they have learned, another level from Bloom's Taxonomy, from Lesson 1 to organize details about their character, setting, and problem, which will support them in creating a sequenced writing piece. Lesson 3 also shows students interacting with the language function in the first Practice Activity Support when they help *create* an ending to a mentor writing piece (Instructional Material 3.4). During this learning task students again interact with skills from the Central Focus, which include developing a solution the character's problem, by helping to create an ending. As students progress throughout the learning segment they continually participate in activities that support an acquisition of requisite skills using the language function.

### **4b. Learning activities enabling practice with the language function**

The language function for the learning segment was, *create*. A key learning task from my lesson plans that provides students with opportunities to practice using the language function, *create*, is reflected in Lesson 1. In Lesson 1, students

utilize content exposed to them during the instruction and practice support activities that allow them to complete an organizational plan sheet (Instructional Material 1.3) for a realistic fiction story. Organizing ideas into a coherent plan for writing is a requisite skill that I identified for the learning segment. My students are familiarized with the planning and brainstorming process based on experience from previous writing units. Evidence of students organizing ideas to create a story can be seen in the first Practice Activity Support of Lesson 1, where I say to students “*Let’s practice telling our story across our fingers, talking about our character name, setting, and problem. Remember that you put up one finger as you mention one part of the story.*” This activity is a skill that students learned in our first writing unit about narratives, where they are encouraged to use the visual support as a way to organize their ideas for a story. I identified this as a key learning task, because students continue to create ideas for their story in Lessons 2 and 3, in which they also are able to practice the language function by building upon the requisite skills, Learning Targets, and Central Focus. Three features of the Practice Activity Support from Lesson 1 indicate an excellent opportunity for students to practice the language function. First, prior to the activity, students cooperatively defined the academic language by discussing what the vocabulary means in association with realistic fiction. Terms such as *character*, *setting*, and *problem* were reviewed by looking at the Learning Target (Instructional Material 1.1) on the document camera to activate prior knowledge. Second, students engaged in informal assessments throughout lesson activities by communicating their progress to peers, sharing ideas during whole class discussions, and using their fingers as a way to plan out their ideas. Both the verbalization and visual methods of creating a realistic fiction story models the language function associated with the learning segment, because students apply various strategies to become accustomed to creating a piece of writing. Lastly, students summarized their results of the requisite skills when they completed their organizational plan sheet (Instructional Material 1.3), as another opportunity for practicing the language function, *create*. Later on in the learning segment during Lesson 3, students have the opportunity to practice the language function in the Closure Assessment of Student Voice when they continue to create key details to add to their realistic fiction stories as they make an ending.

#### **4c. Additional language demands**

Given the language function and learning task identified above, the vocabulary that is represented in Lesson 1 includes; *character*, *setting*, *problem*, and *realistic fiction*. Though each of these vocabulary words are important to other genres of writing and reading, they are identified as key terms for Lesson 1, because students are building an awareness of how they relate to realistic fiction writing, which will help them create their own story. Students are first exposed to the vocabulary when they listen to the Learning Target from Lesson 1 (Instructional Material 1.1), read it independently, and then pair-share what the terms mean. Based on this initial lesson activity, it helps in establishing an understanding of what students already know about the language demand and what is new to them. As students verbally discuss the vocabulary I monitor their discussions and ask questions to assess the range of my students’ understanding. Though my students presently have an understanding of the vocabulary *character* and *setting*, which is constructed from interactions with daily reading instruction, they will need to develop a connection to the terms in relation to realistic fiction writing. In Lesson 1, I provide opportunities for my students to interact with the language function, *create*, and vocabulary by asking them to read out loud, verbally share ideas, and write their ideas on an organizational plan sheet (Instructional Material 1.3). The language demand relating to syntax that students need to understand and use during the learning segment involves writing sentences using appropriate structure and punctuation when they complete the organizational plan sheet (Instructional Material 1.3). The language demand relating to discourse during Lesson 1 involves speaking to peers about their ideas for their realistic fiction story and communicating their understanding of vocabulary. As students participate in activities that integrate the language demands, writing and speaking, they progress in their development of the language function, which will support them in meeting goals acknowledged in the Learning Targets and Central Focus.

#### **4d. Supporting student language use**

I employ various instructional strategies, learning tasks, and assessments on a regular basis to support my students’ learning and language use. The main instructional supports that I employ to help students understand and successfully use the language function and language demands include; partner work, providing verbal feedback, individual verbal or written cues for students with IEP/504 Plans, and student self reflection tools. For example, in the second Informal Assessment of Lesson 1, I give language support by observing students performing the steps to thinking of a character,

setting, and problem, by offering different strategies to think of ideas. I offer a strategy to students that involves putting up one finger at a time to represent an idea, which helps students visually self-reflect on their progress, and informs myself about how I can support students in successfully understanding the language function, *create*. Monitoring the creation process of a character, setting, and problem also informs me of how much time is needed for students. Ebeling (2000) states that adapting time allotted can help students to complete a task; therefore, I adopt this method into activities to support student learning. In Lesson 2, I help students with additional literacy needs during the last Practice Activity Support where I give verbal and written reminders to help proctor language use and transferring new content to their writing. During this activity students create three descriptive details that they can write in their story, which directly helps in their understanding of the language function. I also ask text-dependent questions on a regular basis to extend my students' thinking. By practicing written and verbal language demands my students acquire skills to deepen their understanding of new content and encourages an application of knowledge.

### **5a. Assessing student learning**

The lessons in the learning segment include multiple opportunities for assessments that provide direct evidence for myself to monitor learning. Both the formal preassessment and post-assessment given to students serve as a purposeful indicator of student prior knowledge of the Central Focus and Learning Targets, and of the students' abilities in composing a text. I also use informal assessments to obtain direct evidence about student progression in acquiring the requisite skills and literacy strategy for the learning segment. For example, Lesson 1 shows two opportunities where I conduct informal assessments, as well as frequent formative assessments integrated throughout lesson activities. The first Informal Assessment of Lesson 1 occurs after the Instruction Inquiry Preview Review, in which students are asked to practice thinking of a pretend character, setting, and problem, which I had modeled during direct instruction, and to put a thumb up when they are ready. This planned Informal Assessment serves as direct evidence, because I can monitor student progress by watching to see when students have put a thumb up (representing they have completed the task), check in with students needing support, and encourage students to assess their own development of the requisite skills and literacy strategy (composing text). At another point in the subsequent lessons, I again use planned assessments in the first Informal Assessment of Lesson 2. In this Informal Assessment I ask students, "think of a place that you visit often, and think of three details about that place. As you think of a detail put up one finger." Once again I can receive immediate evidence by observing how many fingers are held up, which represents 1, 2, or 3 details. As students participate in the activity they visually can monitor their own progress and organize their ideas, which is a requisite skill for the learning segment. I use the information from informal and formal assessments to shape proceeding lesson activities and instruction to fully support student learning.

### **5b. Adapting lessons**

The design and adaptation of my planned assessments allows students with specific needs to demonstrate their learning, because I use knowledge of student assets to provide necessary support for each of my learners. In Lesson 2 I exemplify adaptation of planned assessments to meet the specific needs of learning in the last Practice Activity Support where I walk around to monitor student progress as they work on writing down details for their realistic fiction story. During this time, I scaffold students with IEP/504 plans by providing verbal or written reminders, an identified strategy to help deepen their understanding and transfer content from the lesson to their writing. Monitoring student progress serves as an effective informal assessment, because I can briefly check in with students that have specific support needs, give input to students, and assess their progress in reaching Learning Targets. In addition to helping students with literacy support needs, I am also attentive to all my students by visually scanning the classroom and giving verbal feedback when necessary. In Lesson 3, I conduct another planned informal assessment after the Instruction Inquiry Preview Review where I ask students to think of how they can use action, dialogue, or feelings to make an ending to their realistic fiction story. Students choose a method to their story that is relatable to their interests and allows them to assess whether action, dialogue, or feelings (the academic language for Lesson 3) would best suit their personal stories to demonstrate their learning. Once again, I monitor student progress during the Informal Assessment by verbally responding to students, visually scanning the room, and giving assistance or feedback to any student that needs additional support. All of these instructional methods are aimed to provide optimal learning activities for students to interact with skills aligned for the lessons and independently display their acquisition of literacy skills.

### **5c. Student reflection (Washington state only)**

In multiple learning activities from Lessons 1, 2, and 3, I elicit student voice (metacognitive thinking) to raise awareness, in both myself and my students, of where they are relative to the learning targets. For example, a main instructional strategy and student voice activity I use is pair-share, which allows students to thoughtfully elicit and build on their responses. Pair-share is an effective tool that I practice with my students to assist in deepening their understanding of not only writing, but across all disciplines as well. My students have become comfortable and accustomed to pair-share, because it is used on a regular basis; therefore I incorporated it in the learning segment to prompt rich learning experiences for students. During the Closure Assessment of Student Voice from Lesson 1, I have table partners (two students) work together to peer-assess their development of a character, setting, and problem (academic language for Lesson 1) for a realistic fiction story. As students are working together I ask extended questions, using academic language introduced at the beginning of Lesson 1, to ensure they can vocalize how they are applying new content and applying the skills addressed in the Learning Target. When students participate in pair-share, it provokes meaningful conversations where they can use academic language from the lesson to progress their understanding of the lesson goals. I elicit student voice later on in the learning segment during the introduction of the Learning Target for Lesson 3. During the discussion of the Learning Target (Instructional Material 3.1) for Lesson 3, I display it on the document camera and ask students to identify the goal for the lesson, and if they recognize the underlined words, which are identified as the academic language for Lesson 3. This discussion demonstrates student voice, because students displays their prior knowledge relating to the Learning Target, and gives students the opportunity to recall prior learning to articulate what they currently know.

### **5e. Strategies to promote student self-assessment (Washington state only)**

Tools and strategies students will use to monitor their own learning process during the learning segment are interwoven throughout several lesson activities. The main tools and strategies that my students are familiar with, based on experience from prior units and other subject areas, involve pair-share, independent development of ideas, holding a thumb up or down, self-evaluation rubrics, exit slips, and goal setting. In Lesson 1 the tools and strategies students use are immediately visible when students are introduced to the Learning Target (Instructional Material 1.1). As students quietly recite the Learning Target, they listen to the academic language and assess their knowledge of the terms when they turn and discuss with a partner. This example shows students monitoring their own learning, because they interpret the Learning Target in their own way by discussing with a peer and listening to whole class ideas. In a subsequent activity of Lesson 1, students use pair-share again during the last Informal Assessment to share their ideas with a peer to help them express their ideas for a character, setting, and a problem for a realistic fiction story. Students verbally monitor their own learning process by explaining their ideas and use a visual cue of holding up a thumb for each idea they compose to distinguish when they have met the goal for the activity. At the completion of the learning segment, after Lesson 3, students use a self-evaluation rubric (Instructional Material 3.5) to monitor the progression of their learning relative to the Central Focus and Learning Targets from Lessons 1, 2, and 3. Students use the self-evaluation rubric to assess the current status of realistic fiction writing skills they have integrated into their writing. Based on the results of the self-evaluation rubric, students will have the opportunity to create a writing goal for themselves that provides direction and information about what they need to do to meet the Learning Targets.