

## Perfect ELA Context for Learning

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### About the School

1. Urban middle school
2. What are the special features of the school and class?

The school is a 6th-8th grade middle school with 1,089 students. 75% of students are on a free or reduced lunch, 14% population qualifies for special education services, and 22% are English Language Learners. The school is diverse: 50% Asian or Asian/Pacific Islander, 24% Black/African American, 14% Hispanic/Latino, 7% White, and 4% Two or More Races. There are 53 classroom teachers, 80% of which have a master's degree. The school has an international focus to prepare students with the linguistic, higher-order thinking skills, and global perspectives to prepare them for college and career life. Teachers are highly collaborative; they meet in grade-level, disciplinary, and interdisciplinary teams to craft lesson plans and assess academic and behavioral trends among students. Teachers use the information to adjust and improve instruction to better serve all students. This school is located in a lower income neighborhood in an urban area and issues like crime are more common in this area when compared to city average. With this knowledge, I tailored and designed my curriculum to address some of the issues that are prevalent in this neighborhood. There is a strong focus on creating a safe school environment, but students regularly encounter issues like bullying and gossiping, which is why I incorporated literature that discusses these issues in this learning segment. The students in this classroom have an interest in social justice and are uniquely aware of the issues in the world around them. A 6th grade class of 29 students is featured in this learning segment. This class is an honors/gifted tracked classroom and all students tested into the honors program for this district. Though this is an honors class, students come from diverse backgrounds including students who are homeless, students from families of recent immigrants, and students from families of privilege. Because of the range of backgrounds, I maximize opportunities for students to talk in small groups to promote student-to-student learning.

3. Describe any special requirements

Students take the Smarter Balanced Assessments once each year as mandated by the state. Students take the Amplify Assessment three times a year as required by the district. The district aligns English Language Arts curriculum and instruction the Common Core State Standards. My school uses the Umbrella Corporation Teacher's College Reading and Writing Project (TCRWP) methodology. Unit and individual lesson plans are aligned to TCRWP and are adapted to meet the needs of students in this school. Lessons follow a predictable pattern of workshop style teaching, including a mini-lesson, teacher modeling, partner practice, and independent practice. Teachers follow an outlined pacing guide outlined by grade level teams. The unit represented in the learning segment was required for all 6th grade, English Language Arts classes. Another instructional strategy used in the school is collaborative discussion, used to promote student-to-student dialogue and learning.

### About the Class

### 1. How much time is spent in class?

In my classroom, students have reading and writing instruction for 100 minutes everyday. During this 100-minute block period, students receive 50 minutes of reading and 50 minutes of writing instruction with the same cohort of students.

### 2. What about ability groupings?

Students are tracked and grouped according to honors/gifted, ELL inclusion, and Special Education inclusion classrooms. In my classroom, there is only 1 Level Three Advanced Language Learner who qualifies for English Language Learner accommodations and 1 student with socio-emotional behavioral needs who receives academic and emotional accommodations. There is a wide range of student abilities in this classroom and because of this, I modify and plan instruction to support my ELL student, struggling readers, the student with behavioral needs, and provide extension for gifted learners. There are 2 students that read at significantly lower levels and 15 students that read well above grade level as measured by TCRWP reading assessments. Below grade level readers, my ELL student, and my student with socio-emotional needs receive appropriate level texts for independent reading, sentence frames, dictionaries, additional oral or written instruction, are partnered with higher-level readers during group work, and I closely monitor their progress. Gifted readers that read above grade level are provided with higher level thinking prompts, extension assignments or small group work, appropriate level texts for independent reading, and alternate directions, when appropriate, for reading assignments.

### 3. Textbooks?

There is no adopted textbook curriculum used for English Language Arts in this classroom. TCRWP program scope and sequence is generally followed but adapted and adjusted to serve the students in this school.

### 4. Other resources?

Some of the resources utilized during English Language Arts instruction are the white board, document camera, teacher computer for projection, and the projection machine. Students have access to a large classroom library and school library for selecting independent reading books.

## About the Students

### 1. 6th grade

### 2. Total of twenty nine students and 20 are female

### 3. Table of exceptionalities and accommodations

*A Few Specific Students and Their Learning Needs*

Exceptionalities	Number	Accommodations, Modifications, IEP
Example: Visual processing	2	Close monitoring, use audio text
English Language Learner (L3 Language Proficiency-Advanced)	1	Close monitoring, sentence frames, partnering with English speakers, dictionary, vocabulary chart with visuals, copies of anchor charts used during instruction
Advanced readers	15	Small group extension, higher-level questions, modifications for text evidence annotations

Struggling readers	2	Small group support for comprehension, close monitoring, strategic partnering, texts at appropriate reading level, sentence frames for written response
Student with Socio- Emotional Needs	1	Student reads and writes at grade level but struggles with oral and written communication. Some accommodations include close monitoring, more time with assignments, sentence frames, strategic partnering, ability to walk or pace around classroom, and an adjusted collaborative discussion rubric to modify group work requirements.