# 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 purpose of the content you will teach in the learning segment.

[ ]

b. Provide the title, author (or, if a film, the director), and a short description (about a paragraph) 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.

[ ]

c. Given the central focus, describe how the standards and learning objectives within your learning segment address young adolescents’ abilities to use 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

[ ]

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

[ ]

e. Explain how you will help students make interdisciplinary or integrative connections between the central focus of the learning segment and other subject areas.

[ ]

## 2. Knowledge of Students to Inform Teaching

For each of the prompts 2a–c below, describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of young adolescent 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 young adolescents know, what they can do, and what they are still learning to do.**

[ ]

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?**

[ ]

c. Young adolescent developmental assets related to the central focus—**What do you know about your students’ cognitive, physical, and social and emotional development?**

[ ]

## 3. Supporting Students’ English Language Arts Learning

Respond to prompts 3a–d below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, support your justifications using **principles from research and/or theory, including how the research/theory reflects elements of young adolescent development**.

a. Justify how your understanding of your students’ prior academic learning (from prompt 2a 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 and research/theory.

[ ]

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

[ ]

c. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and groups of young adolescents with specific learning needs**.

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

[ ]

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

[ ]

## 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 young adolescents 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 |

[ ]

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

[ ]

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

* Vocabulary
* **Plus** at least one of the following:
* Syntax
* 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 (language function, vocabulary, discourse, or syntax).

[ ]

## 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 young adolescents’ abilities to construct meaning from, interpret, **OR** respond to a complex text **throughout** the learning segment.

[ ]

b. Explain how the design or adaptation of your planned assessments allows young adolescents with specific needs to demonstrate their learning.

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

[ ]