# 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. Describe how the standards and learning objectives for your learning segment support children’s

* active and multimodal learning
* language and literacy development in an interdisciplinary context

[ ]

c. Explain how your plans build on each other to support children’s language and literacy development through active and multimodal learning.

[ ]

d. Describe how the physical environment in which you are teaching supports the active and multimodal nature of children’s learning. (If, in your view, the physical environment in which you are teaching does not adequately support the active and multimodal nature of children’s learning, please describe the changes you would make.)

[ ]

## 2. Knowledge of Children to Inform Teaching

For each of the prompts below (2a–c), describe what you know about **the children in your class/group with respect to the central focus** of the learning segment.

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

a. **Children’s development**—**What do you know about their**

* social and emotional development
* cognitive and physical development
* language development for communication

[ ]

b. Personal and community assets—**What do you know about your children’s everyday experiences, backgrounds, practices, and interests?**

[ ]

c. Prior academic learning and/or prerequisite skills related to language and literacy development—**What can they do and what are they learning to do related to language and literacy development? Cite evidence from your knowledge of this class/group of children.**

[ ]

## 3. Supporting Children’s Development and Learning

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

1. Justify how your planned learning experiences and materials align with your understanding of the children’s development, prior academic learning and/or prerequisite skills, and personal and community assets (from prompts 2a–c above). Be explicit about these connections and support your justification with research/developmental theory.

[ ]

1. Describe and justify how you plan to support the varied learning needs **of all the children in your class/group,** **including individuals with specific learning needs**.

Consider the variety of learners in your class/group who may require different strategies/support (e.g., children with IEPs or 504 plans, English learners, children at different points in the developmental continuum, struggling readers, and/or gifted children).

[ ]

c. Describe common developmental approximations[[1]](#footnote-1) or misunderstandings that pertain to the learning experiences you are planning for the children and how you plan to address them.

[ ]

## 4. Supporting Children’s Vocabulary Development

Respond to prompts 4a–c below by referring to children’s range of vocabulary development related to the learning segment—**What do they know, what are they struggling with, and/or what is new to them?**

* 1. Identify the key vocabulary[[2]](#footnote-2) and/or symbols (i.e., **developmentally appropriate** sounds, words, phrases, sentences, and paragraphs) essential for children to use during the learning segment.

[ ]

* 1. Identify the learning experience that provides children with opportunities to develop, practice, and/or use the key vocabulary and/or symbols identified in prompt 4a. (Identify the plan day/number.)

[ ]

* 1. Describe how you plan to support the children (during and/or prior to the learning experience) to develop and use the key vocabulary and/or symbols identified in prompt 4a.

[ ]

## 5. Monitoring Children’s Learning

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

1. Describe how your planned formal and informal assessments provide direct evidence to monitor children’s multimodal learning **throughout** the learning segment.

[ ]

1. Explain how your design or adaptation of planned assessments allows children with specific needs to demonstrate their learning.

Consider the variety of learners in your class/group who may require different strategies/support (e.g., all children along the continuum of development, including children with IEPs or 504 plans, English learners, struggling readers, and/or gifted children).

[ ]

1. For example, common beginning or transitional language errors or other attempts to use skills or processes just beyond a child’s current level/capability. [↑](#footnote-ref-1)
2. National Association for the Education of Young Children. In *Young Children*, July 1998, 53 (4): 30–46. [↑](#footnote-ref-2)