Planning Commentary Directions: Respond to the prompts below (no more than 9 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

1. Central Focus
   a. Describe the central focus and purpose for the content you will teach in this learning segment.

   [The central focus of this lesson was reading a passage and answering questions. The students’ purpose was to determine the main idea and recall key details from the passage. They did this through filling out a graphic organizer and answering questions based on the reading. The graphic organizer and reading could be used in order to help answer the questions. I chose a lesson on Amelia Earhart because March is Women’s History Month and she is an important, influential woman of our past.]

   b. Given the central focus, describe how the standards and learning objectives within your learning segment address
      - an essential literacy strategy
      - requisite skills
      - reading/writing connections

   [This lesson addresses an essential literacy strategy because students are able to demonstrate understanding of a text by answering questions about it; this meets the Reading Standard for 3rd grade. The lesson also addresses requisite skills because the students know and have practiced going back into the reading to find answers. They also know the concept of a graphic organizer and how to fill one out. Finally, it addresses reading/writing connections because after reading, if there was a writing activity the students would have been able to answer a writing prompt based on what they had read.]

   c. Explain how your plans build on each other to help students make connections between skills and the essential strategy to comprehend OR compose text in meaningful contexts.

   [One connection the students made was between the graphic organizer and the comprehension questions. The essential strategy was answering the questions and they could use the graphic organizer for that. The information in the graphic organizer was the most important points of the reading. They used one skill (the graphic organizer) to build on another skill (answering comprehension questions).]

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, 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—What do students know, what can they do, and what are they learning to do?

   [Students have been practicing and learning about the state testing. They know how to read and comprehend what they are reading. They know how to go back into their reading in order to find answers to the questions they are being asked. They also were familiar with the]
graphic organizer and what kind of information is included in it. They learned and demonstrated how to use the reading and the graphic organizer in order to answer comprehension questions about the reading.]

b. Personal/cultural/community assets related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?

[Students were all at the same reading level, a little lower than they should be at for 3rd grade. Group of all white students, 4 girls and 3 boys. Various interests and everyday experiences.]

3. **Supporting Students’ Literacy Learning**

   Respond to prompts 3a–c below. As needed, refer to the instructional materials and lesson plans you have included to support your explanations. Use principles from research and/or theory to support your explanations, where appropriate.

   a. Explain how your understanding of your students’ prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.

   [Knowing the students reading level, I was able to choose a reading that was developmentally appropriate for the group. They were all able to participate in the reading and understand the content of it. They could work together and support each other as needed. The students are all at the same reading level which made it easier to choose an appropriate reading for them. I chose a reading about Amelia Earhart to tie into history and Women’s History Month to give an example of an important woman who changed our history.]

   b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.

   [I chose small group instruction with cooperative learning for my lesson. This coincides with John Dewey’s belief that small group learning is better for students. They are able to get more out of the lesson and work with each other to build a common understanding of the topic at hand. Small group learning also allows for more one on one time with the instructor and the students.]

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

   [One common misconception students might have is that they will remember all of the information they read in the passage and will know all the answers to the questions without having to look back in the reading. I will address this misconception by encouraging students to go back into the reading to find answers they are looking for. If they are struggling or do not know an answer, I will guide them back into the reading to find the appropriate response. This is also good practice for the upcoming New York State Tests where they will have to use specific details from the reading in order to answer questions about it.]

4. **Supporting Literacy Development Through Language**

   a. **Language Demand: Language Function.** Identify one language function essential for
students to learn 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.

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Argue</th>
<th>Categorize</th>
<th>Compare/contrast</th>
<th>Describe</th>
<th>Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret</td>
<td>Predict</td>
<td>Question</td>
<td>Retell</td>
<td>Summarize</td>
<td></td>
</tr>
</tbody>
</table>

[Students were able to summarize the main ideas of the passage they read. They answered questions based on the main ideas of the reading.]

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function. In which lesson does the learning task occur? (Give lesson/day number.)

[Students filled out a graphic organizer and answered questions which summarized the main ideas of the reading. They were also able to tell me orally a summary of the reading or the main idea they took from the passage. The lesson this occurs in was the first and only lesson on Amelia Earhart, it was in the activity that followed the reading.]

c. **Additional Language Demands.** Given the language function and 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

Consider the range of students’ understandings of the language function and other demands — what do students already know, what are they struggling with, and/or what is new to them?

[Students learned new, difficult vocabulary that was in the reading. There were bolded words with a definition provided at the bottom of the passage, a total of 6 words in all. We talked about if there were bolded words at the bottom of a reading passage, what it meant. I told them these were usually more difficult words for students and the definition is given so they can understand the meaning when the word is used in the passage. One of the questions on the worksheet then asked them to use one vocabulary word in a sentence; they were able to use their words to give a summary of the reading.]

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.
   - Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language identified in prompts 4a–c.

[As a group, we discussed and read the definitions of the vocabulary out loud so they all knew the meanings. As we went along through the reading, we filled out a graphic organizer as a group which highlighted the main ideas of the passage. Then lastly, after the reading, we discussed the main, important ideas as a group. Each student was able to share their ideas and thoughts about what they had read. I was there to answer any questions they had or clear up any confusion they may have experienced. ]
5. **Monitoring Student Learning**

Refer to the assessments you will submit as part of the materials for Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the literacy strategy and requisite skills to comprehend or compose text throughout the learning segment.

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

Consider all students, including students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[ ]