

**TASK 1: LITERACY CONTEXT FOR LEARNING INFORMATION**

Respond to the prompts below (**no more than 4 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

**About the School Where You Are Teaching**

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)

Elementary school: X

Middle school:

Other (please describe):

Urban:

Suburban: X

Rural:

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[The school where I teach is a kindergarten to eighth grade suburban school with 563 total students. The school is very diverse, with an ethnic and racial subgroup division of 46% White, 20.6% Black, 24% Hispanic, 3.6% Asian, 0.5% American Indian, 0.4% Pacific Islander, and 5% of students who are two or more races. The main language that is primarily spoken within these students' homes is English (89.4%), while Spanish (6.5%) and Chinese (0.9%) are the second and third most prominent languages that are spoken amongst the students. Due to English being the main language spoken at home, only 28 students (5%) were deemed as Limited English Proficient in the 2013-2014 school year. Among the 563 students enrolled at my school, there are 88 students (16%) with a disability, and 384 students (68.2%) who are economically disadvantaged.

Specifically in my classroom, there are six ELL students of various backgrounds, including Albanian, Vietnamese, Indian, Hispanic, and numerous mixed heritages. The students are very involved within their cultures, and they all learn from one another, as well as teach the other students about certain customs and cultural practices. Therefore, the classroom is a very rich cultural environment.

In terms of support, there is an ELL support teacher that comes into the classroom for a half hour on Mondays, Tuesdays, and Wednesdays during reading workshop in order to work with five ELL students in a small group. A basic skills teacher comes in the classroom on Thursdays and Fridays for a half hour in order to work with the advanced proficient students. The cooperating teacher also pulls guided reading groups during reading workshop. However, since I will be teaching a writing workshop lesson, these special features will not affect my teaching in this learning segment.

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[The school requires a specific literacy curricula and pacing plan. I will be expected to teach the same material as the other first grade teachers at the time that they teach it, so all of the

first grade students are on the same page. I plan on teaching my 3-5 literacy lessons during the second week of March. Therefore, I must teach the material that the first grade pacing plan requires for that week. However, I am able to adjust the material and make it my own. Although, I am expected to follow the lesson structure of reading and writing workshops, which is typically a 15-minute minilesson and then 30 minutes of strategy practice.]

## About the Class Featured in this Learning Segment

1. How much time is devoted each day to literacy instruction in your classroom?

[There are approximately 2 hours and 20 minutes of literacy instruction within the classroom. There are 45 minutes dedicated to writing workshop, which involves a 15-minute minilesson and 30 minutes of strategy practice. There are 45 minutes dedicated to reading workshop, which involves a 15-minute minilesson, 20 minutes of self-selected reading, and 10 minutes of partner reading and/or guided reading groups. Whole group shared reading takes up 15 minutes of literacy instruction, whereas another 15 minutes is dedicated to a whole group read aloud. Foundations, the foundational skills program, is 20 minutes in length and taught each day.]

2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

[There is literacy ability grouping within the classroom. During reading workshop the students are paired with partners of similar reading levels. These students partner read with each other for about 10 minutes each day. They are allowed to choral read, take turns reading the pages in a single book, or alternate their reading, where one partner reads a book, then the other partner reads a book. Partner reading affects the classroom in a positive way, since the students are engaged in the reading process. The students are also able to help each other when one of the partners is struggling. Students are also divided up into guided reading groups. These groups consist of students with similar reading levels. Guided reading affects the classroom in a positive way as well. The teacher is able to work with these groups and provide them with reading level- related strategies that will further enhance their reading abilities.]

3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

[The first grade teachers follow the Lucy Calkins writing workshop model for writing instruction. The reading minilessons for reading workshop are modeled after Kathy Collins' units of study. The foundational skills, such as high frequency word study and phonological awareness, are taught using the Wilson Foundations program. There are no textbooks used.]

4. Other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

[The classroom library is the primary resource for literacy instruction. Within the school there is a basic skills room stocked with leveled books for reading and mentor texts for writing. Teachers have access to these books at all times. The website, Reading A-Z (<https://www.readinga-z.com/books/leveled-books/>), is also utilized to retrieve books for shared reading and guided reading.]

## About the Students in the Class Featured in this Learning Segment

1. Grade-level(s):

[First grade]

[Among the students in this class, six of them are English Language Learners. Additionally, two students receive speech therapy, and one student is removed from the classroom three times a week in order to be transported to a partial care facility due to behavioral issues.]

2. Number of

- Students in the class: [17]

- Males: [8] Females: [9]

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your literacy instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Literacy Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.<sup>1</sup>

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
<i>Early Intermediate ELL- Students who are some-what able to comprehend contextualized information and are able to communicate verbally with some mistakes, but are</i>	2	Provide necessary background information, encourage the descriptions of personal experiences, develop reading and writing strategies (predictions, inferences, etc.), explain text features, practice letter formation, individualized guided reading, provide visuals whenever possible, allow student to draw pictures in order to explain his/her thinking, allow opportunity for oral explanations and answers

<sup>1</sup> California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

unable to adequately communicate through writing and contain a limited proficiency to communicate ideas.		Students receive intervention for foundation skills, such as sight words/high frequency words, letter-sound correspondence, sentence structure, etc.  Students receive ELL support
Intermediate ELL- Students who are able to comprehend contextualized information and have the ability to communicate verbally with lack of error, but struggle to formulate coherent ideas.	2	Same supports and accommodations as <i>Early Intermediate ELL</i>  In addition, a heavy emphasis is placed on providing these students with writing prompts in order to create structure and reduce confusion.  Students receive ELL support
<i>Early Advanced ELL</i> - Students who have very good comprehension of material and a heightened proficiency to communicate orally and in writing, but may have difficulty in making connections.	2	Provide background information, structure group discussions, provide opportunities for reading a variety of genres, consistently increase use of academic language, allow opportunities for journaling with a variety of prompts, add high frequency words and vocabulary to the word wall, provide visual literacy whenever possible – anchor charts and diagrams  Students receive intervention for foundation skills, such as sight words/high frequency words, letter-sound correspondence, sentence structure, etc.  Students receive ELL support
<b>Students with Other Learning Needs</b>		
<b>Other Learning Needs</b>	<b>Number of Students</b>	<b>Supports, Accommodations, Modifications</b>
Struggling Readers	4	Leveled text, guided reading, ongoing reading assessment, such as DRA (Developmental Reading Assessment), running records, and conferencing  Students receive guided reading support
Speech	2	Students receive speech therapy support twice a week to promote speech and language skills
Behavioral Issues that cause off-task behavior	1	Constant redirection and prompting is provided. Student is removed from the classroom three afternoons a week in order to be transported to a partial care facility where is taught behavior management strategies.