



Kimberly Northrup
Butler University

Candidate Work Sample—
Belzer Middle School ESL Placement



Belzer Middle School

Lawrence Township, Indianapolis, IN

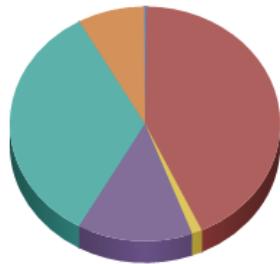


- Belzer Middle School is located in Lawrence Township on the northeast side of Indianapolis, just outside of Interstate 465.
- According to the 2010 Census, the average annual household income is just over \$36,000 while roughly 22% of the population is considered below the poverty level in the township area.
- On average, the 1141 students of Belzer Middle School in 7th & 8th grade have students on Free/Reduced Lunch more than other schools in the district, but continue to score slightly higher on the annual ISTEP testing and have lower numbers of students in ESL services.

A

Letter Grade

Enrollment 2011-12 by Ethnicity

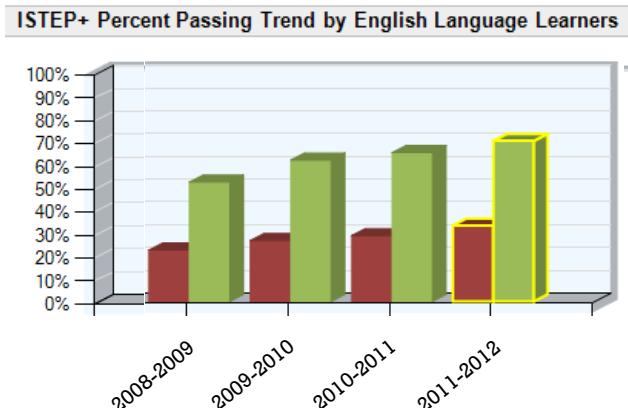


- American Indian
- Black
- Asian
- Hispanic
- White
- Multiracial
- Native Hawaiian or Other Pacific Islander

- Annual improvements in state assessments has brought the school's letter grade from a "C" to an "A" in the past two academic years.
- Belzer Middle School prides itself on literacy; they implement the use of Achieve 3000 building-wide and require students to read two hours weekly outside of school.
- My placement worked specifically to strengthen literacy skills and study Latin American culture within the ESL population of Hispanic descent through classes titled "ESL Reading" and "Bilingual Latino Americano Studies."
- The majority of students placed in ESL services with me were level 3 in LAS Links, with a handful at level 1 and 2 English Language proficiency, and some testing at 4 or 5.
- Due to a combination of initial class observations and upcoming ISTEP testing, the majority of my focus while at Belzer was to improve students' writing skills in terms of planning, organization, and mechanics.



- English Language Learner
- Non- English Language Learner



Unit Overview

Students are working almost exclusively on the planning, formatting, and mechanics of writing a paragraph in this unit. Each paragraph written will be a brief response to literature. These concepts are rather integral for the students and help prepare them for the upcoming standardized testing, as well as the more intensive writing assignments to be expected in high school courses later down the road.

Long-Range Goals

Write arguments to support claims with clear reasons and relevant evidence.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Value the importance of outlining & organizing ideas before writing.

Remember to review & revise an initial writing based on self & peer evaluation.

BIG Ideas

A Writing Process exists and is used to help writing become quicker & easier.

Self-Evaluation is key to working towards a more refined product.

Essential Questions

What is the writing process?

Why is self-evaluation important?

Enduring Understandings

Correct formatting: indentation, capitalization, punctuation.

Review & revise an initial writing based on self & peer evaluation.

Assessment

Teacher Observation

Student-Teacher Error Corrections

Small Group Discussions

One-paragraph essay responses to texts

Activities

Parts of Speech: Listing Examples

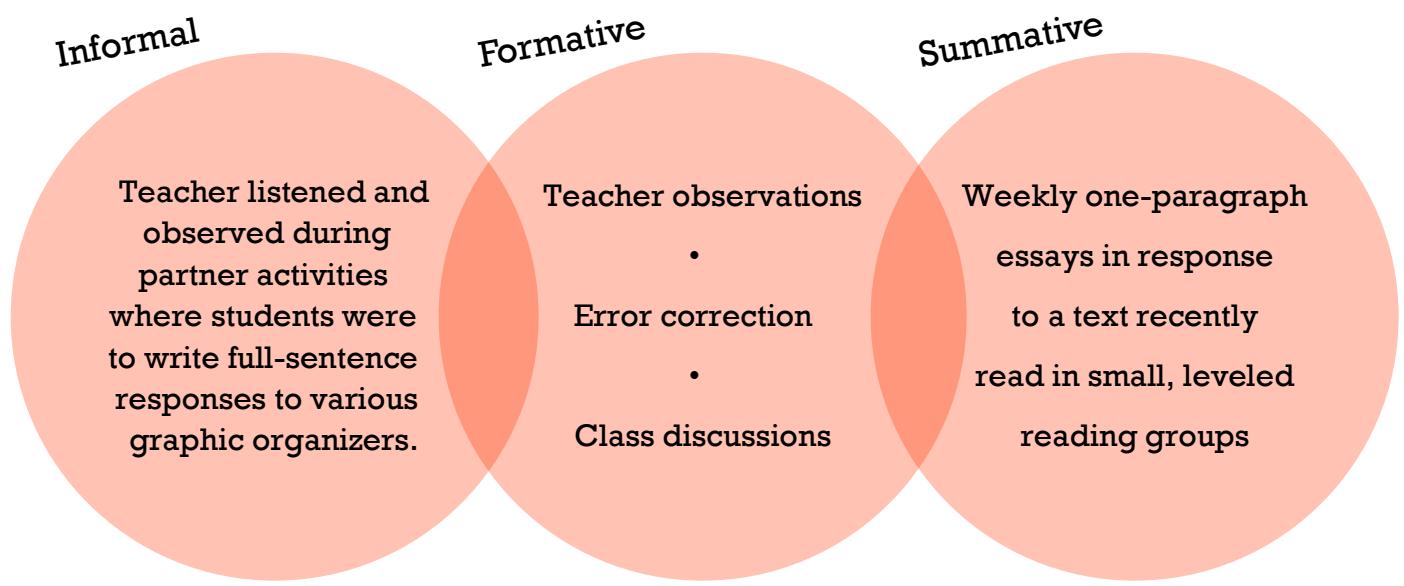
Correcting errors in typed paragraph

Short Comprehension Quizzes

Graphic Organizers

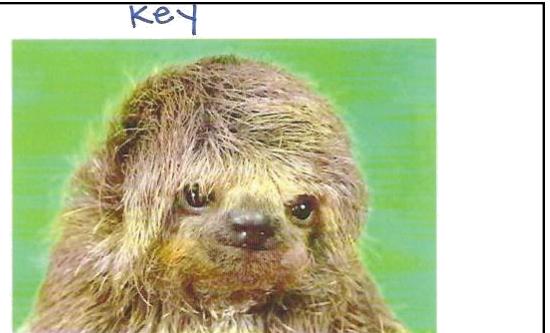
Sketch to Stretch

Assessment Plan



Each week, students were given a prompt related to the week's reading and asked to respond in one paragraph. Students were able to use material from the week's previous activities as a resource in their writing, as well as a "Paragraph Checklist."

	Curtis Seedfolks writing prompt	Seedfolks Analysis	Seedfolks Character	Response to Literature— An Encyclopedia of Birds	Response to Literature— The Mysterious Neighbor	Response to Literature— Tina and the Statue of Liberty
Date	Jan. 29	Feb. 8	Feb. 19	Feb. 25	Mar. 4	
Gaspar C.	3/5	10/15	17/20	16/20	20/20	



Paragraph Checklist

- Did I indent the first line in my paragraph?
- Does my paragraph have a **topic sentence**?
- Do I have at least three **supporting sentences**?
- Does my paragraph have a **closing sentence**?
- Did I **capitalize** everything that needs to be?
- Did I use correct **punctuation**?
- If handwritten: is my writing **neat**?

→ If I could be any animal in the world, I would choose to be a three-toed sloth. One reason ~~I~~ I would choose to be a three-toed sloth is because I enjoy the warm climate where sloths are known to live, such as ~~as~~ costa rica. Another thing I like about the lives ~~lives~~ of sloths ~~are~~ is their easy living; sloths are known to be lazy, so ~~I~~ I would not have a lot to do or worry about. Finally, sloths look cute, and I would like to be a cute animal. Some people may desire living a more exciting life but if I had the choice, I would live the relaxing life of the three-toed sloth.

Instructional Design: Reading “Curtis” in Seedfolks

Teacher: Majercak/ Northrup

Room #: B109

Lesson # in unit:

Period (s): 1 & 2

Topic: ESL Reading

Language Arts Academic Standard:

Indiana Standard <https://learningconnection.doe.in.gov/Standards/About.aspx?art=11>

EL.7.3.3 2006

Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

EL.7.3.5 2006

Contrast points of view - such as first person, third person, limited and omniscient, and subjective and objective - in a literary text and explain how they affect the overall theme of the work.

EL.7.3.9 2006

Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text

NOUN - a person, place, or thing

cat, dog, people

sun, moon

paper, person, rabbit, table

chair, rat

Common Core Literacy Standard: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Reading

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Lesson Objective

By the end of class the student will be able to:

identify the growth of the character in the literature by comparing and contrasting character values over time.

review the text from a different point of view by writing briefly from another character's point of view.

Supporting Diverse Learners

Student Assets: Students are very quick to respond to prompts and do well expanding off of answers given by classmates.

Anticipated Challenges: Students do not yet possess strong writing skills that are effectively organized and portray an idea with clarity.

Special Considerations for IEP and/or ILP:

ADJECTIVE - describe a noun

color · size · number · shape · etc.

Happy, surprised, short, delicious, good, bad, nasty, smelly, etc.

VERB

an action or state of being

Transporting, jumping, fast, slow, running

ADVERB - tell when, where, & how

describe verbs, adjectives, & other adverbs

slowly, quickly, daily

Agenda

Anticipatory Set: How will you support students in accessing prior knowledge, personal, real world and/or cultural connections?

Before listening to the chapter, students will be asked what they think "deltoids, pecs, and quads" are. The teacher will gather answers, then share that these are muscles and they're relevant to the chapter because the character, Curtis, often works out and takes pride in his personal appearance. By setting this foundation for understanding, students don't listen to the beginning of the chapter and become discouraged about the comprehension of the chapter.

During Lesson: What support strategies will you use to scaffold students learning so they meet or exceed targeted? Students will be provided a "Quick Write" writing prompt asking them to write their observations and feelings of Curtis from another character's perspective. For some students, providing the first sentence of the possible quick write may help them work towards the ideal goal. For students taking the place of Lateesha, they can write "Curtis is back." For students writing as Royce, they may begin with "I was kicked out last night."

Wrap up/Closing: How will you engage students in self-assessment and/or reflection on key concepts? Students will be reflecting on their understanding of the chapter from the reading and the teacher reenactment when they are working on the quick write. Through the quick write, it should be evident that students include details about the main character, Curtis, and

Daily Assessment How do you know your students met your lesson objective(s) and to what extent? Students will have successfully met objectives if they can incorporate in their quick writes the character's changes of value and include pertinent details from the chapter.

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

Formative:

- Class discussion
- CPS clickers
- Email teacher
- Entrance/Exit slip
- Teacher Observe
- Listened to conversations
- Quiz
- Thumbs up, neutral, or down
- Homework check
- Video quiz
- Voting
- Whiteboard Check
- Other Quick Write

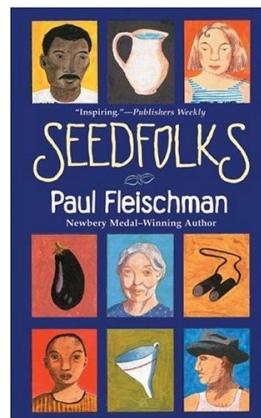
Summative:

- Test
- Project
- Report
- Presentation
- Final Exam
- Other

Instructional Design: Reading “Curtis” in Seedfolks



Before getting started on the writing prompt, students listened to the chapter “Curtis” read aloud.



C U R T I S

Students were encouraged to list characteristics for Curtis and draw pictures of how they interpreted the character's feelings and what their opinions were of the chapter.

Afterwards, students were asked to answer *Do you think Curtis and Lateesha will end up dating again?*

masles—player—good—takld—lpst—thers a lote of girls like heme—he is 28 yeras old—working out—like to growe plants—to the gem

gustavo
mills

“masles—player—good—takld—lpst—thers a lote of girls like heme—he is 28 yeras old—working out—like to growe plants—to the gem”



+4

I think That curtis he is going to got togathe and gate mared and loovald all over The world together, sans curtis planted tomato they wade be bake together for ever.

“I think That curtis he is going to got togathe and gate mared and loovald all over The world together, sans curtis planted tomato they wade be bake together for ever.”

Instructional Design: Seedfolks Character Analysis

Teacher: Majercak/ Northrup

Room #: B107

Lesson # in unit 2.8.13

Period (s): 1 & 2

Topic: ESL Reading

Language Arts Academic Standard:

Indiana Standard <https://learningconnection.doe.in.gov/Standards/About.aspx?art=11>

EL.7.3.2 2006

Analysis of Grade-Level-Appropriate Literary Text:

Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

EL.7.3.3 2006

Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

EL.7.4.1 2006

Organization and Focus:

Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

EL.7.5.2 2006

Write responses to literature that:

- develop interpretations that show careful reading, understanding, and insight.
- organize interpretations around several clear ideas, premises, or images from the literary work.
- support statements with evidence from the text.

EL.7.6.8 2006

Capitalization:

Use correct capitalization.

Common Core Literacy Standard: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Reading

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

Write arguments to support claims with clear reasons and relevant evidence.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson Objective

By the end of class the student will be able to:

effectively plan to write a brief response to literature by filling out a graphic organizer.

support claims in their writing with the evidence from a text.

Supporting Diverse Learners

Student Assets: Students have all read the same book, *Seedfolks*. The majority of students can recall a lot of specific details for most characters that were presented in the story.

Anticipated Challenges: Students had to read this book with the aid of an audio recording and some clarification from teachers. Students still have a lot of area for growth in terms of writing paragraphs with proper mechanics and completing the task of the prompt.

Special Considerations for IEP and/or ILP:

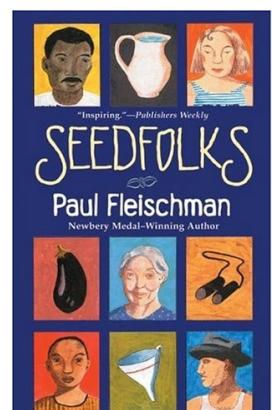
Agenda

Anticipatory Set: How will you support students in accessing prior knowledge, personal, real world and/or cultural connections?

Students will begin by reviewing a "Paragraph Checklist" that is written on the board. Students should identify the different elements of a paragraph from an actual paragraph in their books. Students are looking for indentation, topic sentences, supporting sentences, capitalization, and punctuation.

During Lesson: What support strategies will you use to scaffold students learning so they meet or exceed targeted? Before starting the task of writing their own paragraphs, students are provided graphic organizers to plan their writing. The prompt they have before them is to identify a character from the text and tell how the garden changed this character's life. The graphic organizer asks for the character name, how the character changed, and quotes, feelings, and actions that act as evidence to prove the character's change.

Wrap up/Closing: How will you engage students in self-assessment and/or reflection on key concepts? Students are to use their work in the graphic organizer to write their own paragraph. As they work, they may review the paragraph checklist on the front board.



Daily Assessment: How do you know your students met your lesson objective(s) and to what extent? Students are not only looking back for elements of a paragraph, but working on using these features in their own writing. Students are actively pre-planning to produce their own writing in response to the reading.

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

Formative:

- Class discussion
- CPS clickers
- Email teacher
- Entrance/ Exit slip
- Teacher Observe
- Listened to conversations
- Quiz
- Thumbs up, neutral, or down
- Homework check
- Video quiz
- Voting
- Whiteboard Check
- Other

Summative:

- Test
- Project
- Report
- Presentation
- Final Exam
- Other

Additional Teacher Preparation:

Copy: *Seedfolks* Writing Prompt Graphic Organizer

Locate: Copies of the text *Seedfolks*

Instructional Design: Seedfolks Character Analysis

Gaspar

Seedfolks Writing Prompt 10

Choose a character from one of the chapters in Seedfolks. How did the garden on Gibb Street change this person's life? Make sure to include evidence supporting your writing.

Character Name: Curtis

Character before garden: He care about himself.

Character after garden: He started to plant tomatoes.

Supporting Evidence

Character Quotes

with this body, I had other girls hanging on me at that time.

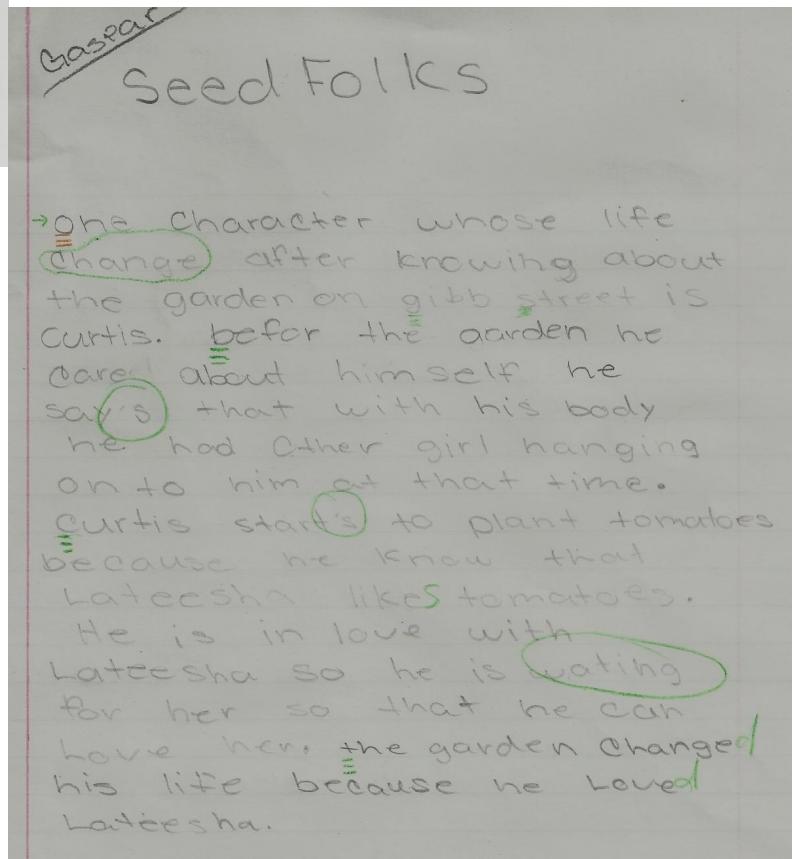
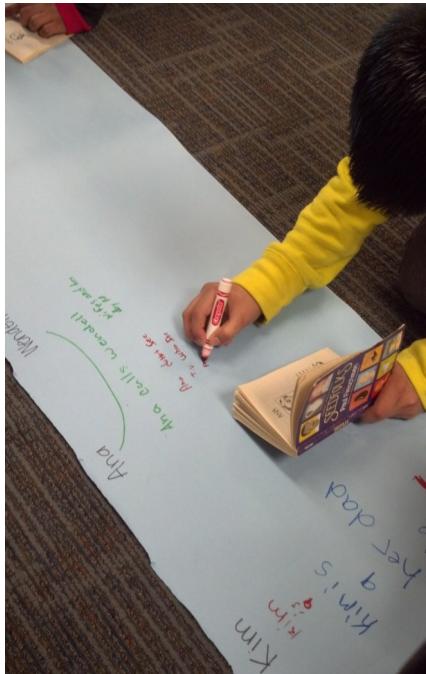
Character Feelings

Curtis falls in love for Lateesha's he wrote a 'sin' that said Lateesha tomatoes.

Character Actions

He plants tomatoes to show her that he is waiting for her.

In the classes leading up to the character analysis writing prompts, students worked on an oversized story timeline where they could list details about each character and draw out connections between different characters in the story, Seedfolks.



Students were answering the prompt: *Choose a character from one of the chapters in Seedfolks. How did the garden on Gibb Street change this person's life? Make sure to include evidence supporting your writing.*

Analysis of Learning

3/5

I think curtis and latasha
are going to get back together,

Because curtis is planting tomatoes
and latasha loves tomatoes.

11

20/20

Gaspar

→ If the statue at the top
of Indianapolis monument circle
came ~~alive~~, I would take her
to a few places that I like.
First ↑ I would take her to
the movies. Then we would go
to a restaurant. Finally, I would
take her to the mall and let
her look around. I think
she would ~~feel~~ happy.
feel

Rewrite with Corrections for 100%.

↓
If the statue at the top
of Indianapolis Monument
Circle came alive, I would take
her to a few places that I like.
First, I would take her to the
movies. Then we would go to
a restaurant. Finally, I would
take her to the mall and let
her look around. I think she
would feel happy.

Towards the beginning
of my placement,
students were able to
formulate their own
opinions and write
sentences, though full
sentences was not an
expectation. By the end
of the 8 weeks, students
knew the appropriate
mechanics, expected
content, and correct
formatting for an entire
paragraph.

After working with paragraph writing as an
overarching theme throughout eight weeks,
students were able to write 5-sentence
paragraphs consistently while indenting,
providing supporting evidence for a topic
sentence, and reviewing their work to
improve their writing. Students would have
their first draft discussed and annotated by
the teacher in their presence to facilitate
student error correction.

Paragraph Checklist

- Did I indent the first line in my paragraph?
- Does my paragraph have a topic sentence?
- Do I have at least three supporting sentences?
- Does my paragraph have a closing sentence?
- Did I capitalize everything that needs to be?
- Did I use correct punctuation?
- If handwritten: is my writing neat?

Reflection

Teacher: Majercak/ Northrup	Room #: B109	Lesson # in unit:	Period (s): 1 & 2	Topic: ESL Reading			
<p>Language Arts Academic Standard: Indiana Standard https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>EL.7.3.2.2006 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p> <p>EL.7.3.2006 Contrast points of view - such as first person, third person, limited and omniscient, and subjective and objective - in a literary text and explain how they affect the overall theme of the work.</p> <p>EL.7.3.9.2006 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text</p>							
<p>Common Core Literacy Standard: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</p> <p>Reading Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Writing Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>							
<p>Lesson Objective By the end of class the student will be able to: identify the growth of the character in the literature by comparing and contrasting character values over time. review the text from a different point of view by writing briefly from another character's point of view.</p>							
<p>Supporting Diverse Learners Student Assets: Students are very quick to respond to prompts and do well expanding off of answers given by classmates.</p>							
<p>Anticipated Challenges: Students do not yet possess strong writing skills that are effectively organized and portray an idea with clarity.</p>							
<p>Special Considerations for IEP and or ILP:</p>							
<p>Agenda Anticipatory Set: How will you support students in accessing prior knowledge, personal, real world and/or cultural connections? Before listening to the chapter, students will be asked what they think "deltoids, pecs, and quads" are. The teacher will gather answers, then share that these are muscles and they're relevant to the chapter because the character, Curtis, often works out and takes pride in his personal appearance. By setting this foundation for understanding, students don't listen to the beginning of the chapter and become discouraged about the comprehension of the chapter.</p>							
<p>During Lesson: What support strategies will you use to scaffold students learning so they meet or exceed targeted? Students will be provided a "Quick Write" writing prompt asking them to write their observations and feelings of Curtis from another character's perspective. For some students, providing the first sentence of the possible quick write may help them work towards the ideal goal. For students taking the place of Latasha, they can write "Curtis is back." For students writing as Royce, they may begin with "I was kicked out last night."</p>							
<p>Wrap up/Closing: How will you engage students in self-assessment and/or reflection on key concepts? Students will be reflecting on their understanding of the chapter from the reading and the teacher reenactment when they are working on the quick write. Through the quick write, it should be evident that students include details about the main character, Curtis, and</p>							
<table border="1"> <tr> <td>Daily Assessment How do you know your students met your lesson objective(s) and to what extent? Students will have successfully met objectives if they can incorporate in their quick write the character's changes of value and include pertinent details from the chapter.</td> <td>Formative: <ul style="list-style-type: none"> <input type="checkbox"/> Class discussion <input type="checkbox"/> CPS clickers <input type="checkbox"/> Email teacher <input checked="" type="checkbox"/> Entrance/Exit slip <input type="checkbox"/> Teacher Observe <input type="checkbox"/> Listened to conversations <input type="checkbox"/> Quiz <input type="checkbox"/> Thumbs up, neutral, or down <input type="checkbox"/> Homework check <input type="checkbox"/> Video quiz <input type="checkbox"/> Voting <input type="checkbox"/> Whiteboard Check <input type="checkbox"/> Other Quick Write </td> <td>Summative: <ul style="list-style-type: none"> <input type="checkbox"/> Test <input type="checkbox"/> Project <input type="checkbox"/> Report <input type="checkbox"/> Presentation <input type="checkbox"/> Final Exam <input type="checkbox"/> Other </td> </tr> </table>					Daily Assessment How do you know your students met your lesson objective(s) and to what extent? Students will have successfully met objectives if they can incorporate in their quick write the character's changes of value and include pertinent details from the chapter.	Formative: <ul style="list-style-type: none"> <input type="checkbox"/> Class discussion <input type="checkbox"/> CPS clickers <input type="checkbox"/> Email teacher <input checked="" type="checkbox"/> Entrance/Exit slip <input type="checkbox"/> Teacher Observe <input type="checkbox"/> Listened to conversations <input type="checkbox"/> Quiz <input type="checkbox"/> Thumbs up, neutral, or down <input type="checkbox"/> Homework check <input type="checkbox"/> Video quiz <input type="checkbox"/> Voting <input type="checkbox"/> Whiteboard Check <input type="checkbox"/> Other Quick Write 	Summative: <ul style="list-style-type: none"> <input type="checkbox"/> Test <input type="checkbox"/> Project <input type="checkbox"/> Report <input type="checkbox"/> Presentation <input type="checkbox"/> Final Exam <input type="checkbox"/> Other
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<p>Students expressed discomfort and confusion with having think from another character's point of view, so the assignment was changed on the spot and students were asked to write if they thought the couple would end up back together or not.</p>							
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<p>Additional Teacher Preparation:</p> <p>Copy: Seedfolks Writing Prompt Graphic Organizer</p> <p>Locate: Copies of the text Seedfolks</p>							

The idea of a "Quick Write" is still overwhelming for most students of this course, so more time should be budgeted to work on writing a paragraph. This was a good opportunity to gauge where students were in their essay-writing abilities.

Teacher: Majercak/ Northrup Room #: B107 Lesson # in unit: 2.8.13 Period (s): 1 & 2 Topic: ESL Reading

Language Arts Academic Standard:
Indiana Standard <https://learningconnection.doe.in.gov/Standards/About.aspx?art=11>

EL.7.3.2.2006
 Analyze elements of Grade-Level-Appropriate Literary Text:

Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

EL.7.3.3.2006

Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

EL.7.4.1.2006

Organization and Focus:

Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

EL.7.5.2.2006

Writing Response to Literature that:

• develop interpretations that show careful reading, understanding, and insight.

• organize interpretations around several clear ideas, premises, or images from the literary work.

• support statements with evidence from the text.

EL.7.6.8.2006

Capitalization:

Use correct capitalization.

Common Core Literacy Standard: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Reading

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

Write arguments to support claims with clear reasons and relevant evidence.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson Objective

By the end of class the student will be able to:

effectively plan to write a brief response to literature by filling out a graphic organizer.

support claims in their writing with the evidence from a text.

Supporting Diverse Learners

Student Assets: Students have all read the same book, Seedfolks. The majority of students can recall a lot of specific details for most characters that were presented in the story.

Anticipated Challenges: Students had to read this book with the aid of an audio recording and some clarification from teachers. Students still have a lot of area for growth in terms of writing paragraphs with proper mechanics and completing the task of the prompt.

Special Considerations for IEP and or ILP:

Agenda

Anticipatory Set: How will you support students in accessing prior knowledge, personal, real world and/or cultural connections?

Students will begin by reviewing a "Paragraph Checklist" that is written on the board. Students should identify the different elements of a paragraph from an actual paragraph in their books. Students are looking for indentation, topic sentences, supporting sentences, capitalization, and punctuation.

During Lesson: What support strategies will you use to scaffold students learning so they meet or exceed targeted? Before starting the task of writing their own paragraphs, students are provided graphic organizers to plan their writing. The prompt they have before them is to identify a character from the text and tell how the garden changed this character's life. The graphic organizer asks for the character name, how the character changed, and quotes, feelings, and actions that act as evidence to prove the character's change.

Wrap up/Closing: How will you engage students in self-assessment and/or reflection on key concepts? Students are to use their work in the graphic organizer to write their own paragraph. As they work, they may review the paragraph checklist on the front board.

Daily Assessment How do you know your students met your lesson objective(s) and to what extent? Students are not only looking back for elements of a paragraph, but working on using these features in their own writing. Students are actively pre-planning to produce their own writing in response to the reading.	Formative: <ul style="list-style-type: none"> <input type="checkbox"/> Class discussion <input type="checkbox"/> CPS clickers <input type="checkbox"/> Email teacher <input type="checkbox"/> Entrance/Exit slip <input checked="" type="checkbox"/> Teacher Observe <input type="checkbox"/> Listened to conversations <input type="checkbox"/> Quiz <input type="checkbox"/> Thumbs up, neutral, or down <input checked="" type="checkbox"/> Homework check <input type="checkbox"/> Video quiz <input type="checkbox"/> Voting <input type="checkbox"/> Whiteboard Check <input type="checkbox"/> Other 	Summative: <ul style="list-style-type: none"> <input type="checkbox"/> Test <input type="checkbox"/> Project <input type="checkbox"/> Report <input type="checkbox"/> Presentation <input type="checkbox"/> Final Exam <input type="checkbox"/> Other
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Additional Teacher Preparation:

Copy: Seedfolks Writing Prompt Graphic Organizer

Locate: Copies of the text Seedfolks

Possibly would have been a great idea to also have students use a Paragraph Planning checklist to ensure they have the main ideas ready to write.

I think maybe having done a graphic organizer together through class discussion would have been a great way to model this activity for some students. An observed pattern with many students was the missing connection between the material used in the graphic organizer and the actual writing, so more modeling could have helped.

Reflection

Responding to literature and producing written text can seem like a daunting task to many students in middle school, but the task only becomes exponentially more difficult when those students are identified as English Language Learners. With my time at Belzer Middle School, I was able to shift my students' opinions of writing and responding to texts from great heartache to confidence and ease. By providing my students with the academic support they needed and treating them as the young adults they are becoming, great strides were made.



Checklist of Project Requirements

- CONTEXTUAL OUTCOMES**
- Unit Plan with Student LEARNING OUTCOMES—**
Backward Map & Overview
- ASSESSMENT PLAN**
- Content Specific Lesson Plans: DESIGNS FOR INSTRUCTION**
- INSTRUCTIONAL IMPACT**—Class Achievement Evidence
- ANALYSIS OF LEARNING**
- REFLECTION**
- Checklist**

Self-Evaluation—Kimberly Northrup

Contextual Factors—The context of this teaching placement had a considerable influence in the way I chose to approach teaching points and assess learners' work with English Language Learners. A majority of the credit for such a successful placement goes to the strong rapport between students and teacher. I am a firm believer that by knowing the students as individuals, I am better able to differentiate and teach them to teach themselves in many contexts.

Unit Overview—The idea of working with the students' essay writing and responding to prompts was initially chosen after having observed students struggle with such tasks. Basing the Student Learning Outcomes on ISTEP grading material and core standards for 7th grade English/ Language Arts, the rest of the backwards mapping was able to fall into place.

Assessment Plan—A bulk of the summative assessments were brief literary responses to short texts read in leveled reading groups. Along the way, students were assessed informally through one-on-one discussions with the teacher, graphic organizers, and small group discussions to formulate ideas about the reading before putting those ideas on paper.

Instructional Design—This particular unit's design was based off of limited student competency in writing structured paragraphs, as well as upcoming standardized tests. Though each week consisted of lessons focusing on a different book to read in small group, the main idea of writing well-constructed responses to prompts was consistent throughout the unit.

Analysis of Learning— Though quality and quantity of assessment types chosen for this unit were not lacking, the material does not provide for strong numerical data. Nonetheless, students showed significant strides in their writing abilities through the use of the Paragraph Checklist and by seeking the support of peers.

Reflection—After having taught this lesson, I can definitely say that I've come away with some strong improvements for future instruction. Some material may need to be taught more explicitly while other things aren't as relevant to the unit as I had initially thought.