
Step 1: Plan

Getting to Know Your Students Template

Directions: Provide the information listed below about your whole class, your classroom context, and each of the three focus students by responding to the following prompts (up to 5 pages). To protect the privacy of the focus students, refer to these students as Focus Student 1 (FS1), Focus Student 2 (FS2), and Focus Student 3 (FS3). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

Whole Class

1. Description of Students' Assets and Needs

a. prior academic knowledge related to the specific content you plan to teach

[This is a third-grade class of students who have mastered the CCSS for third grade of writing informative/explanatory texts to examine a topic and convey ideas and information clearly. The students were required to research and write a five-paragraph essay on an animal of their choice. The content I plan to teach will introduce the students to the next state standard that the class will be focusing on during Language Arts: CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. Students have the prior academic knowledge necessary to write paragraphs using topic sentences, linking words and phrases, including details to support their topic, and concluding statements. These elements will continue to be focused on during the Opinion Writing unit.]

b. English language proficiency levels (Standard English learners and English learners)

[There are two students identified as English Learners in this class of third graders. One EL student is male, aged 8 years old, whose native language is Spanish. This student has scored an overall 3 on the ELPAC. The other EL student is female, aged 8 years old, whose native language is Assyrian. This student also scored a 3 on the ELPAC last year. These students participate in all content areas with very little differentiation necessary. Both of these students have scored into the "Well-developed" speaking and listening categories and the "Somewhat/Moderately" developed writing and reading categories. Both of these students are in the "Bridging" level on the ELPAC meaning they require light linguistic support during instructional activities.]

c. cultural and linguistic resources and funds of knowledge (i.e., knowledge and skills derived from cultural experience)

[This class has 23 students of Asian (5), Indian (3), Hispanic (6), African American (1) and Caucasian (8) descent, providing a culturally diverse student population within the classroom. I was able to obtain information on students through individual conversations, observations, cumulative files, consulting with my Master Teacher, IEP case managers, and resource teachers. Nineteen students were born in the United States and three students were born outside of the U.S. in Hong Kong, Assyria, and Mexico. The majority of the class are native to California and have lived in the area of XX for their entire life. A majority are involved in after school sports and activities such as drama club, robotics club, and various other clubs and school sponsored activities. Students are comfortable working in pairs and groups and are given a lot of opportunities for collaborative learning activities. Students in the class are very interested in reading and love math because of the use of technology within the instruction.

There are a few students who prefer to keep to themselves and exhibit shy behavior in the classroom. Every student in the classroom loves technology and becomes excited when they are able to use their individual Chromebooks to play math, reading, writing, typing, and coding games. The area surrounding the school is diverse in socio-economic status. The XX Area has been known as an area of technology and innovation for years and the cost of living is high. The school is situated between low-income housing and apartments as well as a very wealthy housing area, so there is a disparity between students' socioeconomic status. Nine of the students in the class qualify for the reduced-price or free meal program through the school. The students in this class live in a section of XX that is on the edge of a suburban area. Students have opportunities for travel to the beach, XX, mountain areas and snow. Students celebrate holidays such as Christmas, Easter, Diwali, Rama Navami, Chinese New Year, and Baoutha d'Ninawaye. In celebration of each student's unique cultural background, classroom instruction has weaved lessons of acceptance, personal uniqueness, and celebrations of differences throughout the curriculum. There is a climate of acceptance and cultural appreciation for each student in the class which creates a safe and welcoming classroom environment.]

d. prior experiences and interests related to the content you plan to teach

[The students have just finished a science unit learning about weather, clouds, storms, and natural disasters. The students had opportunities to observe weather outside and were extremely engaged in the unit. I believe the students will be interested to hear the story, "Cloudy with a Chance of Meatballs" read aloud to them as a way to wrap up the weather unit. The majority of the students appear engaged and excited for read aloud time. Students have previously completed writing informational essays after researching an animal. Students were required to use topic sentences, transition words, supporting details, and concluding sentences. I believe the students will be interested to hear this story read aloud and write about their opinion on the weather in the story.]

2. Contextual Information for the Class

a. grade level(s)

[Third Grade]

b. content area

[ELA Literacy, Writing, Text Types and Purposes, Opinion Writing]

c. classroom setting (face-to-face, online, hybrid)

[face-to-face]

d. resources and materials you have access to in your classroom

[The resources I have available in the classroom includes Chromebooks for each student, two Apple TV's, a document camera, headphones, a student library, manipulatives for math and science, and a wide variety of games and activities that the teacher has collected.]

e. number of students:

i. total number of students (whole class) [23]

ii. number of identified English learners [2]

iii. number of Standard English learners [0]

iv. number of students with an IEP [2]

v. number of students with a 504 plan [1]



vi. number of students identified for GATE [0]

f. dual-language setting, if applicable; indicate whether setting is:

bilingual []

one-way immersion []

two-way immersion []

Focus Students

3. Description of 3 Focus Students' Assets and Needs

IMPORTANT NOTE:

To protect the privacy of the focus students, refer to these students throughout your submitted evidence as Focus Student 1 (FS1), Focus Student 2 (FS2), and Focus Student 3 (FS3).

Focus Student 1

a. current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language

[FS1 is Assyrian and moved to the United States when she was two years of age. She was tested using the ELPAC during her last three years at this school. Her overall score of 1481 placed her in the level 3 (last year) showing that she has moderately developed English skills. FS1 scored as a level 4 in the listening and speaking section of the test and a level 3 in the reading and writing section of the test.]

b. prior academic knowledge related to the specific content you plan to teach

[FS1 will be familiar with the content of the book that I will read aloud, "Cloudy with a Chance of Meatballs". I reviewed the work that she completed during the weather unit in science and she has a strong understanding of weather, storms, and clouds, so I believe she has the prior knowledge to be able to understand the content of book. FS1 completed informational writing on a specific animal using topic sentences, details, transition words, and concluding sentences so I believe she will be able to apply this knowledge to opinion writing. I am not sure if FS1 will be familiar with "opinions" but when I explain the definition using student centered language, I believe she will be able to grasp the definition.]

c. social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)

[FS1 has two very close friends in the class. I have seen her playing with these two students outside on the playground and have heard about their playdates together after school. FS1 is a hardworking and conscientious student who models appropriate classroom behavior and follows rules and expectations for learning.]

d. cultural and linguistic resources and funds of knowledge

[FS1 attends a school specifically to learn the Assyrian language and frequently attends outings with her friends from that school on the weekends. FS1 is an only child and speaks Assyrian and English at home. I had each student fill out a "Meet the Student Activity" sheet where I gained information about each individual student and then met with them one-on-one to build a personal relationship with them. From this activity, I found that FS1 is a talented artist who loves to create

with clay and enjoys time in the library. Her favorite time of the school day is read aloud time. She enjoys going to music class and loves to learn.]

e. prior experiences and interests related to the content you plan to teach

[FS1 loves read aloud time during the school day. She also enjoys writing in her journal and often prefers to write or draw when given free choice time. Based on her interests, I believe she will enjoy the opinion writing activity.]

f. developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

[FS1 displays typical social-emotional and child development.]

Focus Student 2

a. learning challenge (identified disability and IEP goals, focus of 504 plan or MTSS support, or need for greater instructional challenge through GATE)

[FS2 was born with unilateral hearing loss in his left ear and wears a hearing aide in his right ear. The accommodations for this student include specific seating locations where his right ear is facing the teacher. FS2 is positioned at a desk in the front of the classroom and the teacher and I use a microphone to project our voices to make sure this student is able to easily hear instruction.]

b. prior academic knowledge related to the specific content you plan to teach

[FS2 completed an informational writing project on a specific animal using facts from research. FS2 developed paragraphs using topic sentences, details, transition words, and concluding sentences. I believe FS2 will be able to transfer this knowledge to opinion writing. I reviewed FS2's weather unit work and he understood the weather terminology that will be talked about during the lesson. I am not sure if FS2 will be familiar with opinions, but I have planned to give all students time to develop an opinion and reasons to support their opinion during the read aloud, prior to the opinion writing segment of the lesson.

c. social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)

[FS2 is close friends with 3 other students in the class. FS2 seems to have a positive self-concept and feels proud of himself after playing soccer with his friends. I have noticed that FS2 prefers to partner with one other student in class and they appear to be best friends.]

d. cultural and linguistic resources and funds of knowledge

[FS2 was born in Hong Kong and moved to XX when he was less than one year old. He is bilingual in Chinese and English. FS2 has an older brother and loves to play sports. FS2 loves technology and his favorite part of school is going to the STEAM lab and creating robots using the technology available to him.]

e. prior experiences and interests related to the content you plan to teach

[FS2 loved the weather unit and was very interested in different types of storms. Based on this, I believe he will be interested in the story I read aloud. He completed his animal report and showed great skill in writing using topic sentences, details, transition words, and concluding sentences.]

f. developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

[FS2 appears to display typical social-emotional and child development.]

g. assistive technologies as appropriate

[FS2 has a hearing aide in his right ear. The teacher and I use microphones during instruction to make sure this student has equal access to the content.]

Focus Student 3

a. life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support

[FS3 has a history of absenteeism and my Master Teacher disclosed to me that FS3's dad passed away last year. He displays symptoms of inattention, hyperactivity, and impulsivity, but does not have a 504 or IEP. His mother disclosed suspicions of ADHD but declines to seek a medical diagnosis. FS3 needs constant redirection and frequent teacher check-ins to monitor progress and support completion of activities. Recently, FS3 has started to see a tutor and will now complete and turn in assigned homework. FS3 has trouble staying on task, completing work, and becomes distracting to other students in the class. Reviewing this student's report cards and cumulative file has provided me with information about this student's strengths in math and opportunities for developing skills in language arts and reading.]

b. prior academic knowledge related to the specific content you plan to teach

[FS3 completed the weather unit and an animal report. His work from the weather unit supports my belief that he has the prior knowledge about clouds, storms, and weather to be able to understand and engage in the opinion writing I plan to teach based on reading the book, "Cloudy with a Chance of Meatballs". FS3's animal report lacked transitions and concluding sentences so that will be my focus for him during the opinion writing unit.]

c. social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)

[FS3 has trouble making and keeping friends based on his impulsivity. There is one student FS3 loves to work with and play with, but the student often appears frustrated by FS3's inability to focus and remain calm. FS3 appears to be happy and always has a joke or something interesting to say or act out.]

d. cultural and linguistic resources and funds of knowledge

[FS3 enjoys communicating with peers and he loves to draw as a way of expressing himself. FS3 is an only child of Caucasian descent and a native English speaker. FS3 was born in Hawaii and moved to XX two years ago. FS3 loves comic books and enjoys finding new books during trips to the school library.]

e. prior experiences and interests related to the content you plan to teach

[Based on FS3's love of oral communication and writing/drawing in his journal, I believe he will really enjoy the instructional activities of this lesson and writing about his own opinion.]

f. developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

[FS3 seems to be struggling socially in keeping friends, but emotionally he appears to be developing appropriately for his age. At times, FS3 acts immaturely and makes inappropriate comments or shouts out. FS3 displays atypical child development due to his inability to stay still, focus, and complete work like the majority of his peers.]

Step 1: Plan

Optional Lesson Plan Template

Directions: Use the optional lesson plan template to establish content-specific learning goal(s) and develop one lesson plan.

Lesson Overview

Title of Lesson [“Cloudy with a Chance of Meatballs” Opinion Writing]

Subject [English Language Arts]

Grade Level [Third]

Time Frame [60 minutes]

Content Standard(s)

CA ELA Standards - Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

CA ELA Standards – Comprehension and Collaboration 1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CA ELA Standards – Comprehension and Collaboration 1.d – Explain their own ideas and understanding in light of the discussion.

ELD Standard(s)

[ELD Standards for Grade 3:

A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.

B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts

C. Productive 11. Supporting own opinions and evaluating other’s opinions in speaking and writing.]

Learning Goal(s) [SWBAT listen to the story “Cloudy with a Chance of Meatballs” read aloud to them while following agreed-upon rules for discussion.

SWBAT formulate an individual opinion when asked questions such as, “How would you feel if you lived in the town of Chewandswallow? Would you enjoy the weather in this town? What would you like/dislike about the weather and why?”

SWBAT think about their opinion, pair with a partner, and share their opinion with their partner three times during the read aloud.

SWBAT write a 3 to 5 sentence paragraph stating their opinion and include at least one reason why they would like/dislike the weather if they lived in the town of Chewandswallow.

SWBAT draw a picture at the bottom of their opinion writing showing the day it rained a food item of their choice.

Content of Lesson

What do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning?

[I expect students to understand the academic vocabulary word “opinion” and know that every student can have an opinion that is different from their own. I also expect students to be able to transfer the knowledge gained in this lesson to apply their understanding of opinions to other topics after completing this lesson.]

What misunderstandings or misconceptions do you expect students might have from the lesson?

[I expect some students will have never heard the academic language of “opinion” prior to this lesson. I think students will understand that each person has separate thoughts and ideas from their own, but to be able to label those ideas as “opinions” might cause some misunderstandings among students.]

What knowledge and skills do you expect students to have after engaging in the lesson?

[I expect students to be able to formulate an opinion about the given topic and write about their opinion in a series of sentences. Students will be able to state their opinion and provide a reason that supports their opinion. I also expect students to be able to transfer this knowledge to writing opinions on other topics with support after engaging in this lesson.]

Assessment/Checking for Understanding

What essential questions will you ask to determine if students are not meeting, meeting, or exceeding the learning goal(s) of the lesson?

[After completing a diagnostic assessment to evaluate if students have heard the word opinion and understand it’s meaning, I will ask students if it is okay to have an opinion that is different from other people’s opinions. This essential question will evaluate student understanding of opinions and will provide me with a chance to clarify any misconceptions regarding the new concept of opinions.]

What will students do to demonstrate achievement of content during the lesson?

[Students will demonstrate achievement of content during this lesson in a variety of ways. Students will be formulating an opinion based on the read aloud and then discussing their opinion with other students in class. Students will have opportunities to share their opinions with the whole class and I will affirm their opinions and guide them in developing reasons to support their opinion. Students will also demonstrate achievement by writing a short paragraph stating their opinion and providing a reason that supports their opinion.]

How will you know students understand the content?

[I will check for understanding throughout the read aloud through asking for students to share opinions, listening in on think-pair-share activities, using diagnostic and informal assessments, and having students complete an opinion writing activity. I plan to circulate during independent work time to monitor student progress and informally assess and support student understanding of the content and learning goals of the lesson. I will formally assess student understanding by collecting the completed opinion writings and evaluating student work for completeness and mastery of the student learning goals by piling completed work into meets expectation, exceeds expectation, and below expectation categories.]

Structured Student Learning Activities

What activities will the students be involved in during the lesson to support their achievement of the learning goal(s)?

[Students will sit on the carpet while I read “Cloudy with a Chance of Meatballs”. I will pause at three different parts of the story to ask students to formulate an opinion about how they would feel about living in the town from the book, “Chewandswallow”. After students have been given think time, I will ask students to stand up and find a partner to share their opinion. Students will engage orally with each other to express their opinion, hear other student’s opinions, and come back as a group to share out what was discussed during pair sharing. This collaborative learning activity will support students in developing their opinions and will provide support in writing about their opinions later in the lesson. Students will then work independently to write their opinion on a handout that I will provide to them at the end of the read aloud. After students have all completed their opinion writing activity, I will invite the class back to the carpet area to discuss their opinion writing and extend understanding of opinions to other topics.]

How will you group students and manage group work to support student learning?

[Students are grouped on the carpet in a specific seating arrangement. This arrangement was developed by my Master Teacher and is based on student behaviors and how students learn when seated near each other. The seating arrangement leads to greater focus for the majority of students during carpet time and provides my focus students with a front row seat to instruction. During the think-pair-share collaborative learning activity, I will monitor student partners to make sure each student has a partner and is able to share their opinions with another classmate. During the independent work time portion of this lesson, students will be allowed to use flexible furniture and move around the room to find a place they are comfortable to work in and will be able to focus. I am aware of students who need to be working away from each other and will monitor each student location to make sure they are in a place that will allow them to focus and complete the assignment.]

Instruction to Support Learning

What instructional strategies will support student learning through multiple modalities?

[I will incorporate instructional strategies to support student learning through multiple modalities by including visual, auditory, tactile, and kinesthetic learning opportunities for students. I am reading a book that has fascinating pictures to engage students who have a visual preference. I am also going to project an example opinion writing on the classroom TV’s and a list of sentence starters as a visual representation and to differentiate instruction. For students who prefer auditory input, I will be reading the story out loud and will be providing verbal instructions to the class which are then supported by the visual example and sentence starters projected on the TV’s. For the students in the class who prefer tactile activities, I have included a section below the opinion writing for students to draw a picture to help them remember this opinion writing activity. Students are given multiple opportunities to stand up and walk to find a partner and discuss their opinions. This will support students who have a kinesthetic preference for learning. I am going to allow students to use flexible furniture and move around the room to complete the opinion writing portion of the lesson which will support a wide range of students and their specific learning needs. I have chosen to use direct instruction as I believe a gradual release method will best support the learners in this classroom with this new topic. I am incorporating collaborative learning activities to allow students with multiple opportunities to engage with the content before individually completing their opinion writing.



What resources, materials, and/or educational technology will you or your students use during the lesson?

[I will be reading the story, “Cloudy with a Chance of Meatballs”, written by Judi Barrett. I have created a handout for students to use for the opinion writing. The top portion of the handout has lines for students to write their opinion on and a sentence starter that reads, “If I lived in the town of Chewandswallow...” The second half of the page has a sentence starter that reads, “The day it rained _____”, and students will pick a food item and draw a picture of the day it rained, pizza, for example. I have created an example opinion paragraph and a list of sentence starters that I will project using the Apple TV’s during independent work time. I will be using a microphone necklace that hangs around my neck to ensure students are able to hear my voice during the lesson.]

What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL supports built into the lesson?

[I will be aware of each student’s choice for seating and make adjustments as needed to support the focus of each student to encourage their ability to complete the activity and learn the content. I plan to check in with my three focus students and ask guiding questions and scaffold as needed. I will provide students with criterion-based feedback on their performance to guide them to mastery of the learning goals. I will also provide all of the students in the class with sentence starters and an example opinion paragraph, but this will especially benefit my focus students. In addition, I will monitor student progress and according to the time we have left, I may modify FS3’s requirement for completing the writing activity by having him orally express his opinion based on the prompt and provide me with supporting reasons orally. I will also allow FS3 with the option of using a fidget toy and a privacy screen to help him increase his focus during the lesson.]

Step 1: Plan

Lesson Plan Rationale Template

Directions: Thinking about the class context information and students' assets and needs for the whole class and focus students, briefly respond to the following prompts (up to 5 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. Prior Academic Knowledge: Explain how the lesson plan builds on students' prior academic knowledge related to the content-specific learning goal(s) selected for the lesson.

[The students in the class have just completed a month-long unit focusing on CA ELA Standards - Text Types and Purposes 2. "Write informative/explanatory texts to examine a topic and convey ideas and information clearly." The students in this class completed animal reports as a summative assessment where they were instructed to introduce the topic, group related information together, develop the topic with facts and details, use linking words and phrases, and provide a concluding statement. These same elements will be required for mastery of this next writing unit on opinions. Students have been presenting their animal reports to the class and after reviewing their final writings and the grades that the teacher has given students, 86% of students mastered this standard according to the grading criteria. The remaining students have been meeting in small groups with the teacher to continue the revise and edit process with additional support in order to meet the standard. This lesson plan will introduce the next writing topic on opinions and will require students to use the written elements of introduction and supporting details to support their opinion, that were previously used in their animal report writing. This lesson plan will build on students' prior academic knowledge and transfer the elements of informational writing to developing opinion writing.]

2. Student Assets and Needs: Explain how the lesson plan incorporates or builds on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson.

[Every student in the class has had experiences with different types of weather including clouds and storms. This prior knowledge will help students to connect to the book, "Cloudy with a Chance of Meatballs" because the book is about different types of storms that bring food showers instead of rain showers. Due to the high interest in our weather unit, I believe students will be very interested in this silly weather story. Multiple students in the class qualify for the free or reduced-price meal plan so that leads me to believe that these students will enjoy imagining a world where food is free, and they don't have to buy food from the grocery store. The language in the story is age appropriate and will be easily understood by this group of students with their prior linguistic resources.]

3. Student Learning Activities: Explain why you selected the learning activities and how you will engage all students in higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer) and applications of concepts or skills to purposefully advance their understanding of the specific content (e.g., use of manipulatives, think-pair-share, models, drawings or maps, graphic organizers, performances, demonstrations, labs).

[I will include multiple think-pair-share activities to create a collaborative learning environment during this lesson. During the read aloud, I will instruct students to think about their opinion, pair with another student, and share their opinion. This learning activity will give students multiple opportunities to engage with the content of the lesson by developing their own opinion,

discussing with a partner, and listening to the opinions of other students in the class. I will invite students to share out their opinions with the whole class after the think-pair-share activities to discuss the various opinions in the class. During this time, I will clarify misconceptions and affirm responses in a whole group setting that will shape the learning of the entire class. By asking students to form an opinion about living in the town in the book, I am asking them to analyze information from the text, interpret their feelings, and evaluate their thinking to form an opinion based on reasons found directly in the text. During the closing portion of the lesson, I plan to restate learning goals and review the new concept of opinions while restating the vocabulary definition. I will ask students to think about what else we can have opinions about which will assist them in transferring their new knowledge regarding opinions and extend their learning to other topics.]

4. Instructional Strategies: Explain why you will use specific instructional strategies and what adaptations you might make to improve student access to learning. Describe how you will support student engagement with the content you are teaching in this lesson (e.g., modeling, scaffolding, asking questions, providing instructions to guide an activity).

[I have decided to use a full group instructional activity to introduce the topic of opinion writing. I will model my opinion first so that I am providing a framework for students to then construct their own opinion. I have decided to include collaborative learning activities so students are able to engage orally in the content of the lesson by sharing their opinions with other students in the class. These activities will benefit all learners and especially my EL students before the writing portion of the lesson. I will support students with engagement of the content by giving multiple opportunities for pair discussion, full group discussion, and will continue to ask guiding questions and provide clarification as needed based on student responses. I plan to conduct a thumbs up/thumbs down informal assessment to assess student understanding during the lesson, so I am able to provide in the moment adaptations based on student responses to the new concepts and instructions during this lesson. I will use direct instruction to model the writing portion of this lesson and will read an example opinion paragraph that I have already written. I will then project this example on the classroom TV's so that all students have equal access to the example. I plan to circulate during the writing portion of the lesson to support all learners and will specifically visit my focus students to monitor progress and provide scaffolding as needed for students to be successful in mastering the learning outcomes of this lesson.]

5. Student Grouping: Explain your rationale for grouping students in this lesson—whole group, small group, pairs, individual—and why you think this will support student learning.

[I plan to use whole group, pairing, and individual groupings during this lesson to provide a gradual release into independent work time. Due to the topic of opinion writing being introduced for the first time through this lesson, I will model the expected outcomes of the lesson to make sure the objectives are clearly understood by all learners during whole group instruction. I will provide opportunities for discussion in pairs and reflection in the whole group setting to continue to support student learning through active oral engagement with the content. When we transition into independent work time, I believe that these strategic gradual release groupings will provide students with the knowledge and confidence needed to provide an independent opinion writing.]

6. Academic Language Development: How will you address the academic language development needs of the students you are teaching, including English learners and Standard English learners? What vocabulary or terminology is necessary to access the content?

[I will address academic language development during whole group instruction while students are seated at the carpet during the read aloud. I will conduct a diagnostic assessment and ask students to give me a thumbs up if they know what the word “opinion” means. I will invite

several students to share their ideas about the meaning of this new academic language and then provide the definition in student friendly language. I will have students actively engage with the new vocabulary by formulating an opinion of their own and listening to other students share their opinion. This active process will support all learners but will especially benefit my English Learners by providing an active opportunity to engage with the new vocabulary. I will ask students to chorally state the academic vocabulary word “opinion” together as a group several times throughout the lesson. At the end of the lesson, after each student has finished their opinion writing, I will invite students back to the carpet for the closure of the lesson. I will restate the learning objectives and the definition of the word “opinion”. I will then invite students to extend and transfer their new knowledge regarding opinions to other topics. I will ask guiding questions like, “What else can we have an opinion about?”, “Can we have an opinion about sports? What would an opinion about sports sound like?”. By addressing the academic vocabulary in a variety of ways during this lesson, I will be providing students with multiple opportunities to create deep understanding of the new vocabulary introduced during this lesson.]

7. Resources and Materials to Support Learning: Explain why you chose particular resources and materials to support student learning and language demands in this lesson. What is the difficulty level of text, materials, or resources needed for the lesson?

[I chose to use the book, “Cloudy with a Chance of Meatballs” because weather is a high interest topic in my class. The entire class showed interest and enthusiasm during our weather unit about storms, clouds, and other types of weather. Based on their interests, I think this book will engage students with the silly weather described in the book. The text is age and developmentally appropriate for a read aloud in this class of third graders. I have chosen to create a page for students to write their opinion paragraph on that includes a sentence starter, “If I lived in the town of Chewandswallow....” This will provide all of the students an additional support for understanding the prompt for their opinion writing. I have included lines for writing that cover half of the page so that students feel like the writing portion of the lesson is manageable in terms of how much they are expected to write. To benefit all of the learners in the class and especially my EL students, I have created a page with an example opinion paragraph and a list of sentence starters for students to refer to during the writing portion of the lesson. I have chosen this visual representation to add support to my oral directions and lesson objectives.]

8. Assessments: Explain how the assessments will check on students’ understanding of the content taught during the lesson.

[I will use a diagnostic assessment to evaluate current experience and knowledge related to the academic language required for this lesson by asking students to share a thumbs up/thumbs down if they are familiar with the word “opinion”. This provides me with information about how new the content is with this group of students and will inform the length of time I spend on explaining and defining the vocabulary word “opinion”. I will also use informal assessments through the read aloud by asking students to partner with each other and share their opinion, while I listen to student conversations. I will continue to use informal assessments during group and individual sharing of opinions to determine if students are understanding how to formulate an individual opinion and provide reasons to support their opinions. I will use the completed opinion writings to group finished work into three categories; meets expectation, exceeds expectation, and below expectation. This formative assessment will determine student mastery of learning goals and will inform future instruction and highlight needs for reteaching.]

9. Developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development): Explain how the lesson plan addresses the developmental considerations of your students.

[Typically developing students in the third grade are capable of seeing things and ideas from other points of view. This makes it a perfect time to introduce and develop understanding of “opinions” as the content of this lesson. Socially, third graders are very interested in peer relationships and I have purposely incorporated multiple opportunities for students to engage with peers through think-pair-share activities. For the majority of the students in this class, partner and group work is something that they enjoy and look forward to. I plan to assist my shy students by checking to see if they have a partner, and assisting them in finding a partner, if needed. For students who need breaks from sitting still, this physical movement of finding a partner will provide them with an opportunity to stretch and move around in order to return back to their seat on the carpet to continue the lesson with improved focus. Some of the students in class have a difficult time completing work while seated at a desk, so I have decided to allow students to use flexible furniture and move around the class to find a place where they can focus and complete their assignment. This will benefit all students and especially FS3 who enjoys working on the floor in the library area or sitting on a beanbag chair while using a laptop tray to write on.]

10. Focus Students: Explain how the lesson plan addresses individual needs of the 3 focus students, including as appropriate, assistive technologies, and provides inclusive learning opportunities (if relevant, may include an explanation of additional support that occurs outside the classroom) to engage fully with the content of the lesson.

a. Focus Student 1:

[FS1 has scored into level 4 in speaking and listening and a level 3 in writing and reading. I anticipate she will understand the content of the lesson during the read aloud and collaborative learning activities of the lesson because she has scored into the 4 level in speaking and listening. I believe she may need additional support to complete the writing portion of the lesson due to her score into a level 3 in writing and reading. To provide FS1 with the support she needs to complete the learning objectives, I have included a sentence starter on the top of the individual writing page. This will support all students, but specifically my FS1. I will also display a sample paragraph that I have read aloud to the class onto the classroom TVs for FS1 to refer to during the writing portion of this activity. This will provide her with a finished opinion paragraph example to support her in understanding the expectations of the opinion writing. I have included sentence frames with example topic sentences and sentences using transitional words for her to copy from the TV's if needed. These supports are provided to every student in the class so that an inclusive learning environment is created during this activity. I plan to specifically check in with FS1 during the writing portion of the lesson to scaffold and support her through completion of the writing activity. I plan to provide criterion-based feedback to this student to clearly outline what she is doing well and assist her in what she needs to focus on next to achieve the learning goals. I have provided my lesson plan and materials to FS1's resource teacher and will be communicating FS1's level of mastery of the writing activity after the lesson. This process of communicating with the resource teacher will enable both myself, and the resource teacher, to support this student in different settings so she can achieve the learning outcomes for this state standard.]

b. Focus Student 2:

[FS2 was born with unilateral hearing loss in his left ear and wears a hearing aid in his right ear. To make sure this student will be able to hear me during the lesson, I will wear a microphone necklace that will project my voice over speakers in the class. FS2 will be sitting close to me during the read aloud portion of the lesson to make sure he can easily see the



pictures of the story and look at me while I am talking. I will listen to FS2 during the partner activities, so I can assess his understanding. I will also check in with FS2 during the writing portion of the lesson to check progress and scaffold as needed. I plan to provide criterion-based feedback to clearly outline what FS2 is doing well and what he needs to focus on next to achieve the learning goals.]

c. Focus Student 3:

[FS3 will be seated close to me during the read aloud portion of the lesson so I can use behavior management and redirect as needed to encourage focus and attention. FS3 has difficulty being seated for longer than 10 minutes at a time so I have decided to include 3 movement activities during the read aloud. I will invite students to stand up and walk to find a partner to specifically support FS3's need for movement and will help to increase his focus during the lesson. I will allow FS3, and all students, to move around the room and use the flexible furniture in the classroom during the opinion writing section of the lesson. This will definitely support FS3's need for movement and provide him with an opportunity to move around in the area where he chooses to sit. He enjoys sitting on the beanbags in the classroom and working on the floor in the library area. Allowing FS3 to choose a spot to work in will provide him with a better chance of completing the lesson. FS3's summative assessment on informative writing showed a need for continued instruction and practice using transition words and concluding sentences. I will project example sentence frames including transition words, topic sentences, and conclusion sentences for this student to refer to during the individual writing portion of this lesson. I plan to check in with FS3 while I circulate during the independent writing time and scaffold as needed while providing criterion-based feedback. Depending on FS3's progress towards completion of the activity, I will encourage him to use a privacy folder to help him focus during independent work time.]

CalTPA Cycle 1: Literacy

Instructional Resource: “Cloudy with a Chance of Meatballs” written by Judi Barrett and illustrated by Ronald Barrett.

“Cloudy with a Chance of Meatballs” was written in 1982 and has since become a bestselling book that was turned into a popular children’s movie in 2009. The story begins with a grandfather telling a tall tale bedtime story to his grandchildren about the small town of Chewandswallow. The weather in the town of Chewandswallow is unique because all of the food the townspeople eat comes directly from the sky. Three meals rain down from the sky each day and there is no need for the townspeople to buy food from grocery stores. This peculiar weather works well for the people in the town during the beginning of the story. As the story continues, heavy food storms bring food that damages the town and scares the townspeople. The people in the town of Chewandswallow have to build ships out of stale bread to escape to a new land across the ocean.

Instructional Material: Sentence Starters and Example Opinion Writing

If I lived in the town of Chewandswallow.....

I would **like/not like/love/enjoy** the weather

because_____.

Another reason is_____.

Also_____.

If I lived there_____.

I would love the weather in Chewandswallow because I would never have to cook dinner again. I would like the days it rained pizza and spaghetti because those are my favorite foods. Another reason I would love the weather is because people would always have enough food to eat. I would love to live in the town of Chewandswallow.

Instructional Resource 3: Student Handout for Opinion Writing

Name _____ Date _____

If I lived in the town of Chewandswallow...



Draw a picture of the day it rained....

The Day it Rained _____

Clip	Start Time (hh:mm:ss)	End Time (hh:mm:ss)	Annotation Title	Annotation Text
Clip 1-Opening the Lesson	0:00:12	0:00:22	"Setting Expectations for Learning"	By asking a student to seat check" himself I am setting the expectation that students need to be seated appropriately at the carpet area by sitting with legs crossed and eyes on me. "
Clip 1-Opening the Lesson	0:00:25	0:00:34	"Creating a Positive Learning Environment"; "Setting Expectations for	I start setting the expectations for learning by engaging student's prior knowledge related to their informational writing of animal reports. This creates a positive learning environment by framing the lesson within students background knowledge.
Clip 1-Opening the Lesson	0:00:48	0:01:00	"Monitoring for Student Understanding"	I monitor for student understanding by asking for a thumbs up if students know what an opinion" is. By seeing that most of the students know what an opinion is based on previously engaging with the concept during the read aloud I know that I am going to briefly summarize "opinion" during my instructions of opinion writing. "
Clip 1-Opening the Lesson	0:02:21	0:02:31	"Engaging Students in Content-Specific Higher- Order Thinking"	By stating that this is my opinion and asking students if they can have a different opinion, I am engaging students in specific higher-order thinking as they are evaluating whether their opinion can be different from mine.
Clip 2-Middle of the Lesson	0:00:02	0:00:12	"Engaging Students in Content-Specific Higher- Order Thinking"	I ask students to think in their head about their opinion regarding living in the town of Chewandswallow. By doing this, students are actively analyzing the information from the text, evaluating whether this town would be a place they would like to live in, and interpreting their thoughts to formulate an opinion to be shared orally with a partner.
Clip 2-Middle of the Lesson	0:00:38	0:00:48	"Setting Expectations for Learning"; "Creating a Positive Learning Environment"; "Engaging Students in Content-Specific Higher-Order Thinking"	I notice that this student is not engaged in the activity and ask him to partner with the student sitting next to him to share his thoughts about living in the town of Chewandswallow.
Clip 2-Middle of the Lesson	0:00:56	0:01:50	"Monitoring for Student Understanding"; "Engaging Students in Content- Specific Higher-Order Thinking"	I invite students to share what was discussed during the think-pair-share activity as a way to monitor student understanding, affirm their ideas and opinions, and engage students in interpreting their opinions.
Clip 2-Middle of the Lesson	0:01:27	0:01:45	"Engaging Students in Content-Specific Higher- Order Thinking"	I specifically ask students who have a different idea to share those ideas with the class. I want to make sure that the class hears a variety of opinions so they understand that opinions are unique to the individual.
Clip 3-Closing the Lesson	0:01:28	0:01:38	"Creating a Positive Learning Environment"; "Setting Expectations for	I use a countdown to let students know when we will be meeting on the carpet. I give time in between counting seconds out loud to provide students with ample time to get to the carpet area.
Clip 3-Closing the Lesson	0:02:42	0:03:05	"Monitoring for Student Understanding"; "Creating a Positive Learning Environment"	I restate the learning goal for the lesson and ask students to remember the specific word to describe the type of writing. I ask students to orally restate the word opinion" altogether as a group to emphasize the new content the students learned during the lesson."
Clip 3-Closing the Lesson	0:03:56	0:04:26	"Engaging Students in Content-Specific Higher- Order Thinking"	I invite students to think about other things we can have opinions about as a way for students to transfer and extend their new knowledge about opinions to different topics.

Clip 3-Closing the Lesson	0:04:08	0:04:26	"Engaging Students in Content-Specific Higher- Order Thinking","Creating a Positive Learning Environment"	I ask for students to volunteer ideas about other topics that opinions can be extended to and then clarify their ideas for the rest of the class. This creates a positive learning environment by restating student ideas for everyone to hear and asking students to refine their thinking to tell me what about the topic could be turned into an opinion.
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Step 3: Reflect

Reflection on What You Learned Template

Directions: Respond to the following prompts (up to 3 pages), **citing evidence from your submission from Step 1 and/or Step 2 (e.g., narrative, lesson plan, lesson plan rationale, video clips, annotations) for each response.** Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. How did learning deeply about your students' assets and needs

a. inform/shape your lesson plan for the whole class?

[Learning about my students' assets and needs provided clear understanding of my students which informed my entire lesson plan. In Step 1, "Getting to Know Your Students", I included that students recently completed writing and presenting their animal reports as evidence of mastery of the Informative Writing CA ELA Standards. I was able to connect their prior knowledge regarding informative writing to the new content of opinion writing to anchor their new learning to prior knowledge. This learning enabled me to know where my students are in their learning and take them into the next unit in a smooth transition.

In Step 1, "Lesson Plan Rationale", I supported my book choice based on knowing that this group of third graders deeply loves reading and read aloud time, so I choose to incorporate a read aloud into my lesson. The book I chose included elements about weather which was purposeful due to the weather unit the students just completed in science. Students were interested and showed enthusiasm during our weather unit so to choose a book about silly weather in a fictitious town. Based on learning about my students, I was able to choose an age and developmentally appropriate book that created student interest and engagement in this lesson.

In Step 1, "Lesson Plan", I chose to incorporate think-pair-share activities throughout the read aloud. This learning activity was chosen based on several reasons. This group of third graders loves to discuss their ideas and are actively engaged when given the opportunity to work in pairs or groups. Also, to formulate opinions based on text is a new concept for this class, so I decided to include multiple opportunities for students to share their opinions with each other and as a whole group. This was purposeful so that I could listen in and clarify misconceptions. Learning about my students provided me with information that shaped each aspect of my lesson plan and appropriately addressed the needs of all of my learners.]

b. support student access to and engagement with the content?

[In Step 1, "Lesson Plan Rationale", I explained why I chose the instructional strategies in my lesson plan and choose to include a gradual release into independent writing. This was purposeful to ensure all students would have ample opportunities to engage with the new concept of opinion writing prior to being asked to complete an independent writing assignment. This allowed students to engage orally and collaboratively with each other to support student understanding and access to the new content. I decided to use this model from learning about students' needs and developmental levels. Based on what I learned about how this group of students learns best through collaborating with peers, I included student activities to support student engagement with this lesson.

Based on what I learned about my students in Step 1, "Getting to Know My Students", I found that students love read aloud time at the carpet area of the class. I decided to incorporate a read aloud based on student interest and also because reading the book aloud to all students in

the class made the content of the book accessible to everyone despite individual reading levels. The book content was accessible to all students because I decided to read it out loud rather than having students read a text independently. This supported all learners in the class but was specifically included to make sure my focus students would have full access to the content of the lesson. I made these decisions based on what I learned about my students prior to creating this lesson.

In Step 1, “Lesson Plan Rationale”, I explained my rationale for creating a list of sentence starters and an example opinion paragraph to project over the TV’s to support students during the writing portion of the lesson. This proved successful because many students in the class included several of these sentence starters in their writing. This supported student engagement and access to the new content of opinion writing. Based on learning about my students, I anticipated their needs and was able to provide the necessary supports to ensure student access and engagement with the content of opinion writing.]

2. Was your lesson plan sufficiently flexible to support all students’ learning, or did you need to incorporate specific instructional, in-the-moment adaptations for particular students?

[I believe my lesson plan was flexible enough to support all students’ learning and let me make in the moment instructional decisions to support my learners. My rationale for assessments in my Step 1 “Lesson Plan Rationale” allowed me to assess student understanding during think-pair-share and the whole group sharing of opinions. I was able to assess student understanding of the new concept of opinions and clarify and affirm student responses during this time. During the independent writing segment of the lesson, I had planned in Step 1” Lesson Plan” to circulate and check in with each of the students in the class. I had enough time to scaffold students who needed additional support and ask leading questions to help them to develop their opinion and then write their opinion to complete the lesson objectives. In addition to this, I was able to identify students, based on what I knew about them prior to teaching the lesson, who had chosen seats that would cause them to be unfocused. I was then able to help them find a new seat that would allow them to complete the assignment. At the end of the lesson, I invited students to join me back at the carpet to review the content and extend their knowledge of opinions. This was a time where I could also address anything that needed clarification based on the experiences, I had with students in a one-on-one setting during their independent writing time. Based on learning about my students prior to planning and teaching this lesson, I was able to create a lesson plan that was flexible to support all student’s learning. I was also able to incorporate the time I needed to make in-the-moment adaptations for individual students based on the needs I witnessed during the lesson.]

3. How did your instructional approach support learning for each of the 3 focus students to achieve the content-specific learning goal(s)?

[Focus Student 1: Included in Step 1, “Getting to Know Your Students”, FS1 tested into a level 4 in the listening and speaking sections of the ELPAC. I specifically chose to include multiple opportunities for this student to orally develop and share her opinion based on her “Well Developed” English skills in speaking and listening. This instructional decision supported learning for FS1 before she was required to write independently. I created a list of sentence starters to specifically support FS1. I orally read the sentence starters out loud and read a sample opinion paragraph out loud before projecting this support onto the classroom TV’s. After reviewing FS1’s completed opinion writing paragraph, I noticed that she used 3 of the sentence starters I projected onto the classroom TV’s. This instructional decision to include support with sentence starters and a sample opinion paragraph provided FS1 with the additional support she needed to achieve the content-specific learning goal of the lesson. I also made sure to check in



with this student during independent writing time to make sure she was completing the assignment as instructed. I looked over her shoulder and could see that she was looking at the classroom TV and copying the sentence starters onto her paper. I circulated the class and returned back to FS1 to read her opinion. I provided her with criterion-based feedback based on her use of transition words within her paragraph and she appeared confident after this feedback.

Focus Student 2: Included in Step 1, “Getting to Know Your Students”, FS2 was born with unilateral hearing loss in his left ear. To support the learning of this student, I wore a microphone necklace to project my voice on the classroom speakers. This use of assistive technology supported FS2 in hearing every word of instruction and the book I read aloud. This student was seated on the carpet close to me so that he could look at me closely while I spoke. I also made sure to speak slowly and clearly for this student to hear and understand what I was saying. During think-pair-share, I listened in on this student’s conversations with peers and noted that he was understanding the prompt and clearly understood the new concept of opinion writing. During independent writing time I checked in with FS3 and saw that he was writing his opinion and including reasons to support his opinion. Based on the use of assistive technology, specific seating, and listening in on this student’s conversations with peers, I was able to support FS2 in achieving the content-specific learning goals of my lesson.

Focus Student 3: Included in Step 1, “Getting to Know Your Students”, FS3 needs redirection and behavioral support to remain focused and complete assignments. During the read aloud and instructional portion of this lesson, FS3 was laying on his back during the end of my instructions for the writing section of the lesson. I provided him with prompts to “seat check” himself and to stand up instead of crawl on his knees (as seen in video annotations).

After reviewing FS3’s finished animal report, I found that he lacked transitions and concluding sentences in his writing. To support FS3 in writing his opinion, I included a list of sentence starters including transitions for this student to copy onto his paper and fill in with his reasons. FS3 chose to sit at his assigned table seat during the writing section of the lesson, but after seeing off-task behavior, I asked him to move to a table with less students to improve his focus. After moving FS3 to a new seat, I checked in on FS3 during the independent writing time and saw that there was nothing written on his paper yet. I asked him to orally express his opinion to me and then I asked him to explain to me why that was his opinion. This individual support helped him to regain his focus. I knew he understood the content of the lesson based on his responses to my prompts. I restated the directions and the expectations for writing and I reminded him to look at the TV for example sentences. FS3 used the the sentence starters listed on the TV to complete his opinion writing. Based on my planned instructional approaches and in the moment support, FS3 was able to achieve the content specific learning goals of my lesson.]

Step 4: Apply

Application of What You Learned Template

Directions: Respond to the following prompts (up to 3 pages), **citing evidence from your submission from Step 1, Step 2, and/or Step 3 (e.g., narrative, lesson plan, lesson plan rationale, video clips, annotations)** for each response. Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. Explain what you would do next to advance the learning of this group of students.

a. Do you need to reteach any part of the lesson? Explain why.

[In my Step 1, "Lesson Plan", I described my use of assessments to evaluate how I will know students understand the content. After reviewing and piling student's completed opinion writing paragraphs into three piles, meets expectation (15 students), below expectation (2 students), and exceeds expectation (6 students), I believe I do not need to reteach this lesson. Out of 23 students, 21 students met or exceeded the expectations for the content-specific learning goals of this lesson. Two students fell into the below expectation category because their opinion writing did not include a reason to support their opinion. These two students wrote their opinion and while their opinions were valid and on topic, they did not include a reason to support their opinion to fully master the learning goal. I plan to pull each student individually and ask them to elaborate orally with a few reasons that support their opinion. After assessing student understanding and scaffolding as needed, I will then ask these students to complete their opinion writing by writing a supporting detail. This additional support and clarification of my expectations for learning should enable both of these students to complete the opinion writing and fulfill the requirements. I believe that based on the formative assessment, students in the class are ready to learn the next lesson on the topic of opinion writing.]

b. Based on what they learned about the content you were teaching, what will you teach next?

[In Step 1, "Lesson Plan", I stated that in the CA ELA Standards this lesson is addressing CA ELA Standards - Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. The entire CA Common Core State Standard is: 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. This lesson introduced the topic of opinion writing and the full standard is what students need to accomplish to demonstrate mastery of this state standard. In an effort to guide students in reaching the full standard, I would like to introduce this class to the process of engaging in a Writer's Workshop. Students in this class love to work together collaboratively and I believe a Writer's Workshop would be a valuable addition to instruction for this group of students. The Writer's Workshop would have students strategically grouped together and students would engage in peer conferencing, edit and revision, direct instruction, and teacher conferencing. Each lesson within the Writer's Workshop would aim to develop each student's opinion writing while focusing on a different piece of the state standard. For example, the first Writer's Workshop could focus on reading a text, developing an opinion, and then writing an introduction to the topic and stating an opinion. I would incorporate collaborative learning

activities throughout this lesson and a peer review process for sharing opinion writings. The next Writer's Workshop would focus on developing reasons to support student opinions while using linking words and phrases. This step by step process through a Writer's Workshop would result in each student purposefully developing a piece of opinion writing that meets all of the requirements for student mastery of the CA ELA Standards.]

2. If you were to develop and teach this lesson again, what would you do the same or differently to improve learning of content and academic language for this group of students and why?

[Overall, I think that my Step 1, "Lesson Plan" was appropriate and well developed. The think-pair-share and collaborative learning activities worked well to support the needs of my students and allowed them to have opportunities to engage with the content in meaningful ways. After reviewing the video recording of myself teaching the lesson in Step 2, "Teach and Assess", I realized that there were several modifications I could have made to improve the lesson for my students. The illustrations in the book, "Cloudy with a Chance of Meatballs" are very detailed and if I were to teach this lesson again, I would project the images from the book onto the classroom TVs. This way the students sitting towards the back of the carpet area would be able to clearly see the pictures. Each student was able to hear me read the story but projecting the illustrations of the book would support learners in the classroom who were seated towards the back of the carpet area who have a visual learning preference.

If I were going to reteach the lesson, another modification I would add to support my students would be to include a word bank on my sentence starter example page. I would include words used in the book and words to describe different types of weather. I noticed that multiple students misspelled words used in the story, so I think that by having a word bank, I would be able to support my students with spelling these words correctly.

In my Step 1, "Lesson Plan", I specified the length requirement for the opinion paragraph to be 3-5 sentences. In my Step 2, "Teach and Assess", I saw that I did not explicitly state the required paragraph length, but instead said "several sentences". I should have made my directions for the assignment match my Lesson Plan and had students choral back to me the length requirement. Several students wrote 3 or more sentences, but the majority of students only wrote two sentences. One sentence for their opinion and one sentence for their supporting reason. If I were to reteach this lesson, I would make sure to be more specific in my directions and then provide students with a visual of the learning goal. For example, on my sentence starter sheet, I could have included the directions with the length requirements and highlighted or circled the most important parts of the directions. This way the directions would be visible on the classroom TV's for students to refer to during completion of the activity.

Another idea I would like to incorporate into this lesson plan if I were to teach this lesson again, would be to add an anchor chart with the academic vocabulary word, "Opinion" into my lesson plan. In my Step 1, "Lesson Plan", I included oral engagement with the academic vocabulary required for this lesson, but I think an additional support for students to deeply engage with the academic vocabulary would be to incorporate an anchor chart into the lesson. I could write the word "Opinion" in the center of the anchor chart and then write the definition below. As the students engage in think-pair-share activities and students share out their opinions with the class, I could write student opinions on the anchor chart to add a visual support for deeper understanding.]