Name: Jenna Ward Date: January 13, 2014 Grade Level: 5

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: English Language Arts | | | | | | | 125 students in my class throughout the day, of which 8 are ELLs – all eight students are in the same group which totals 26 students. | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s): All of my ELL students have a linguistic background in Spanish and most are immigrants from the Dominican Republic or have lived there for some period of time, although notably, one student is from Spain and one has lived in the United States for her entire life. | | | | | | | | | | | | | | | | | |
| My ELLs’ level(s) of English Proficiency: WIDA ACCESS Spring 2013[[1]](#footnote-1)  *See WIDA “Can Do” descriptors[[2]](#footnote-2) to help connect proficiency level with ACCESS scores* | | | | | | | | | | | | | | | | | |
| Student(s): | | | | | | | | | Reading | | Writing | Speaking | Listening | Literacy  [Reading 50%, Writing 50%] | Oral Language [Listening 50%, Speaking 50%] | Comprehension [Listening30%, Reading 70%] | Overall Listening 15%, Speaking 15%, Reading 35%, Writing 35%] |
| Student B | | | | | | | | | 3.9 | | 3.9 | 3.9 | 5.0 | 3.9 | 4.4 | 4.3 | 4.0 |
| Student F | | | | | | | | | 3.2 | | 3.8 | 6.0 | 4.3 | 3.6 | 5.4 | 3.6 | 4.0 |
| Student E | | | | | | | | | 2.7 | | 3.7 | 5.3 | 4.9 | 3.3 | 5.1 | 3.4 | 3.8 |
| Student G | | | | | | | | | 3.6 | | 3.4 | 4.5 | 4.3 | 3.5 | 4.4 | 3.9 | 3.7 |
| Student V | | | | | | | | | 1.8 | | 2.3 | 1.0 | 2.8 | 1.9 | 1.7 | 1.9 | 1.8 |
| Other support services that my ELLs receive: ESL pull-out services by a licensed ESL teacher; additional in classroom support by a trained paraprofessional or title one teacher | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  [CCSS.ELA-Literacy.W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  [CCSS.ELA-Literacy.W.5.2d](http://www.corestandards.org/ELA-Literacy/W/5/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.  [CCSS.ELA-Literacy.L.5.2](http://www.corestandards.org/ELA-Literacy/L/5/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  [CCSS.ELA-Literacy.RI.5.7](http://www.corestandards.org/ELA-Literacy/RI/5/7/) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  [CCSS.ELA-Literacy.RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  [CCSS.ELA-Literacy.SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. | | | | | | | | | | | | | | | | | |
| Content Objective(s):  Students will be able to identify the causes and effects of the Great Molasses Flood after reading an informational article and viewing photographs of the event.  Students will be able to write an informational newspaper article about a historical event. | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*   * Students will read aloud and discuss an informational article with their peers. * Students will write articles that include complex and compound sentences to describe the causes and effects of a historical event.   Language Objectives Differentiation for Proficiency Levels:  Level One:   * Students will make sound/symbol/ word relations while reading aloud an informational article and recite simple phrases from the article when discussing the topic with their peers. * Students will copy words, phrases, and short sentences from an informational article to show their knowledge of cause and effect.   Level Two:   * Students will read aloud an informational article and identify facts using visual supports from the article when discussing the topic with their peers. * Students will write simple sentences that identify the causes and effects of a historical event by completing sentences using word banks.   Level Three   * Students will read aloud an informational article and retell the events when discussing the article with their peers. * Students will write an expository text with simple sentences that describe the causes and effects of a historical event.   Level Four   * Students will read aloud an informational article and offer opinions with supporting details while discussing the article with their peers. * Students will write a short expository text with varying sentence lengths to describe the causes and effects of a historical event.   Levels Five & Six   * Students will read aloud an informational article and explain the events and their opinions in detail while discussing the article with their peers. * Students will write an extended response in the form of an expository article with varying sentence lengths to describe the causes and effects of a historical event. | | | | | | | | | | | | | | | |
| Mentor Text or Source: “Day of Disaster: The Boston Molasses Flood of 1919” from Scholastic’s *Storyworks* January 2014 | | | | | | | | | | | | | | | | | |
| Targeted Tiered Vocabulary*[[3]](#footnote-3)* from Mentor Text or Source  *Tier 2 & Tier 3 words should be integrated into student product/assessment.* | | | | | | | | | | | | | | | | | |
| Tier 1 words  *Basic words most children know in their primary language: may include connectors or compounds*  Flood  Bombs  Violent | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  Cargo  Debris  Epidemic  Explosives  Grim  Prejudice  Shoddily  Unconscious  Unleashing  Destroyed  Disaster  Tank | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  Molasses  Sugarcane  United States Industrial Alcohol (USIA) | | | | | | | |
| Student Prerequisite Skills or Background Knowledge:  *What content or language knowledge or skills do my ELLs need to successfully complete the content and language objectives? What background knowledge or skills might my ELLs already have in their primary language but may need help in transferring to English?* | | | | | | | | | | | | | | | | | |
| Students should already know the various text structures of informational text as well as the definition of cause and effect since they have previously learned that as a part of an informational text unit. Students may have some background knowledge of the effects of disasters (both natural and unnatural) on certain locations as well as some information about what molasses is and what it is used for. For those that do not have an understanding of what molasses is, a picture will be shown along with a description after the anticipation activity. | | | | | | | | | | | | | | | | | |
| Assessment of content learning and language development:  *Have I included Tier 2 & Tier 3 words in my assessment of my student’s discourse: written or oral?* | | | | | | | | | | | | | | | | | |
| * Monitor student performance: * informally by spot checking students’ understanding of tiered vocabulary after it has been introduced by asking questions such as, “What type of event might cause a pile of debris?” or “Can you name an epidemic you have heard about on the news or read about from history?” * by listening in on students as they are using their newly learned tiered vocabulary while discussing the informational article with their peers. * by walking around the room as students work on completing a vocabulary sheet and using their newly learned tiered words in various situations. * by rotating around while students are completing their quick writes and exit slips. * Assess student use of appropriate and topic-specific vocabulary in writing by reading the RAFT final products. * Assess student understanding of the reading by rotating during class discussions and asking questions and asking students to identify certain text features in the source. | | | | | | | | | | | | | | | | | |
| Content and Concept Language Integration  *How have I integrated all possible domains into my teaching and learning strategies and activities?* | | | | | | | | | | | | | | | | | |
| Discourse Integration:  *Which domain(s) does my strategy/activity target?* | | | | | | | | Sheltered Instruction Strategies  *How does this strategy connect my content and language objectives?*  *How does this strategy facilitate my students’ ability to access the content?*  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?*  *How does this strategy provide comprehensible input for my students?* | | | | | | | | | |
| Lesson Sequence: | | | Speaking | Writing | Listening | Reading | |
| Students look at three photographs of the Boston molasses flood that are projected on the mimio screen (no captions or explanation given to students). After studying the photographs, they write a paragraph describing what they see in the pictures and explaining what they believe happened in the picture. Sentence stems are displayed for students who need them. | | |  |  |  |  | | Quick Write  Anticipation Guide  Visual Scaffolding  Sentence Stems | | | | | | | | | |
| Students come back together as a whole class and share their responses first with a partner and then with the whole class on a voluntary basis. | | |  |  |  |  | | Think-Write-Pair-Share | | | | | | | | | |
| Teacher teaches the key tier two vocabulary words using the seven steps. For step five, students are given several concrete questions to answer or sentences to fill in that require a deep understanding of the word. Students answer the questions orally to the whole class when called on. | | |  |  |  |  | | Tiered Vocabulary  Seven Step Vocabulary Introduction | | | | | | | | | |
| Students work with a partner to complete a vocabulary sheet that asks additional questions about each newly learned tier word. As a class, we go through the questions one at a time and students have the opportunity to discuss each question before deciding on an answer that they write. | | |  |  |  |  | | Tiered Vocabulary  Turn and Talk | | | | | | | | | |
| As a whole class, students preview the article “The Boston Molasses Flood of 1919” by identifying text features such as pictures, captions, headings, and boldfaced words. They share answers aloud. | | |  |  |  |  | | Identifying and Analyzing Text Features | | | | | | | | | |
| Students individually make a prediction about what the outcome of the article will be on a sticky note. They must use at least one newly learned tiered word in their prediction. A sentence frame is displayed on the mimio for students who need it: I think that at the end of the article, there will\_\_\_\_\_\_\_\_\_\_\_.(end of day one) | | |  |  |  |  | | Exit Ticket / Quick Write  Tiered Vocabulary  Sentence Frame | | | | | | | | | |
| Students are asked to write a paragraph about a disaster that uses at least three of their newly learned tiered vocabulary words. | | |  |  |  |  | | Quick Write  Tiered Vocabulary | | | | | | | | | |
| Students come back together as a whole class and share their responses first with a partner and then with the whole class on a voluntary basis. | | |  |  |  |  | | Think-Write-Pair-Share | | | | | | | | | |
| Teacher reads the article aloud to the class and pauses to discuss and explain important information and key vocabulary words. | | |  |  |  |  | | Think Aloud | | | | | | | | | |
| Students are divided up into small groups of three or four students and take turns reading the article to each other while discussing some key text-dependent questions based on the article. They then read the article a third time with a audio tape. | | |  |  |  |  | | Partner Reading  Pair Students with the same L1 for L1 support.  Newcomers are Placed in Larger Groups  Close Reading with Text-Dependent Questions  Audio Tape | | | | | | | | | |
| Class reconvenes to discuss the article and answers to the text-dependent questions. (end of day two) | | |  |  |  |  | | Think-Pair-Share | | | | | | | | | |
| Students fill in a graphic organizer that asks them to determine the causes and effects of the Great Molasses Flood of 1919. They share their answers with a partner or group when finished. | | |  |  |  |  | | Graphic Organizer  Analyzing Text Organization (Cause & Effect) | | | | | | | | | |
| Students complete a RAFT writing assignment in which they use details from the article. They are given an exemplar that is read aloud by the teacher before beginning the assignment. Teacher stops to explain varying sentence lengths while reading the exemplar.  Role: Reporter in 1919  Audience: The Citizens of Massachusetts  Format: Newspaper Article  Topic: The Molasses Flood in Boston  Expectations of written work varies based on WIDA level and can be seen in the language objectives for the lesson. | | |  |  |  |  | | RAFT Writing  Think Aloud | | | | | | | | | |
| Further Practice:  *Homework or extension activities: How do these activities reinforce the comprehension and discourse as well as content or language objectives I have set for my ELLs?*  For further practice, students are to answer multiple choice questions based on the text in order to determine their level of comprehension of the text. Some of the questions require their knowledge of the newly learned tiered vocabulary words. | | | | | | | | | | | | | | | | | |

**Lesson Integration Checklist:**

* My Content and Language Objectives support each other.
* I differentiated my language objectives to accommodate my students’ proficiency levels.
* I used my students’ proficiency levels when choosing my instructional strategies to support their content and language learning.
* I chose activities that integrate speaking, writing, reading, and listening to the extent possible.
* I differentiated my assessment to accommodate my students’ proficiency levels.
* My assessment reflects the targeted language from my lesson’s mentor text or source.

Capstone Reflection

Understanding the specific needs of language learners has allowed me to choose several strategies for my capstone lesson (and others from that point forward) that could be built into lessons in order to meet this goal. For example, knowing that based on the WIDA standards level one students can demonstrate their learning visually, I was able to create a final project that incorporated some artwork by requiring students to write a newspaper article that incorporated a picture and caption related to the topic, as well as added an anticipation guide based on visual scaffolding so that the students could see the event that they were going to be reading and writing about. I also notably learned that students who are not proficient in English can make gains in their writing if they are given exemplars when assigned a writing task. Having a solid understanding of the ELL students’ needs, I was able to create appropriate cooperative pairs and groups that allowed the students access to the curriculum through partner reading and think-pair-share activities. Furthermore, knowing the needs and abilities of individual students allows me to assess their work in a more objective way than I was able to do before since I will be able to make use of the WIDA standards for the different proficiency levels.

Differentiating the tasks and assessments for my capstone project definitely allowed my English language learners’ content learning and language development to grow for several reasons. Most importantly, I think the students could sense that portions of the lessons were created to meet their needs which in turn lowered their reluctance to attempt the work involved in demonstrating their knowledge. Students felt that the goals of the tasks were attainable for them and as a result they were not afraid to take risks and produce quality work as a result. Additionally, because many of the tasks involved speaking and listening to peers, their oral language development benefited from this unit as well. They certainly all came out of the capstone unit with a solid understanding of the Molasses Flood of 1919, the ability to teach others about it, and furthermore, their language developed as a result of continued practice with their new vocabulary words, especially the tier two words that they will be likely to encounter again in further reading.

Overall, I think that this lesson was very successful and I would probably not change too much of the basic framework for the lesson. I do think that in order to make the lesson even more interactive, I might try to begin it with a gallery walk of images from the flood rather than the quick write on the mimio board. This would still introduce the topic using visuals, which is so important, but it would also increase the listening and speaking portions of the lesson if the students were to rotate among the images in groups and discuss what they see before they write a comment about each image. In the future, I hope to collect samples of strong writing from students so that I can offer my ELLs, and others who need them, multiple and authentic exemplar texts, rather than just the one I prepared, before they begin writing. Doing so not only would allow ELL students a clearer understanding of the directions and what is required of them for the task, but also would help them to see and be inspired to practice using sentences of varied lengths and structures.

1. For more information about WIDA ACCESS Scores and levels, see <http://www.wida.us/assessment/ACCESS/> “Interpretive Guide for Score Reports” [↑](#footnote-ref-1)
2. http://www.wida.us/standards/CAN\_DOs/ [↑](#footnote-ref-2)
3. For more information on Tiered vocabulary, see Beck & McKeon (1985), Calderón (2007). [↑](#footnote-ref-3)