Name: Kristen Perrault Date: January 27, 2014 Grade Level: 3

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: Reading Scientific Nonfiction | | | | | | | # 27 of students in my class, of which 8 are ELLs | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s):  6 students are from the Dominican Republic, 2 students are from Guatemala | | | | | | | | | | | | | | | | | |
| 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 A | | | | | | | | | 5.0 | 2.8 | | 6.0 | 5.0 | 3.4 | 5.6 | 5.0 | 3.9 |
| Student B | | | | | | | | | 4.8 | 2.8 | | 3.1 | 3.1 | 3.3 | 3.1 | 3.9 | 3.2 |
| Student C | | | | | | | | | 5.0 | 2.9 | | 5.2 | 5.0 | 3.4 | 5.1 | 5.0 | 3.9 |
| Student D | | | | | | | | | 4.8 | 3.2 | | 5.2 | 4.8 | 3.6 | 5.0 | 4.7 | 3.9 |
| Student E | | | | | | | | | 1.9 | 2.1 | | 2.8 | 3.3 | 1.9 | 3.0 | 2.3 | 2.4 |
| Student F | | | | | | | | | 5.0 | 3.3 | | 5.2 | 5.0 | 3.7 | 5.1 | 5.0 | 4.0 |
| Student G | | | | | | | | | 5.0 | 3.2 | | 6.0 | 5.0 | 3.6 | 5.6 | 5.0 | 4.2 |
| Student H | | | | | | | | | 5.0 | 4.2 | | 2.9 | 3.7 | 4.4 | 3.4 | 4.2 | 4.0 |
|  | | | | | | | | |  |  | |  |  |  |  |  |  |
| Other support services that my ELLs receive: Two students have 5x30 minutes of ELL support | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description): RI 3.1, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI 3.2, Determine the main idea of a text; recount the key details and explain how they support the main idea. RI 3.3, Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | | | | | | | | | | | | | | | |
| Content Objective(s):  SWBAT identify the key ideas and details  SWBAT refer back to the story and find evidence to support response | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*  SWBAT use Tier 2 words appropriately  *Language Objectives Differentiation for Proficiency Levels:*  Listening L3- identify main ideas  Listening L5- carry out oral instructions containing grade level, content-based language  Speaking L2-3= restate content based facts  Speaking L5-6= give content based presentation using Tier 3 vocabulary  Reading L4-5- find details that support main ideas | | | | | | | | | | | | | | | |
| Mentor Text or Source: Common Core Coach ELA grade 3- Independent Leveled Practice- Lesson 10 *Plants That Fight Back!* | | | | | | | | | | | | | | | | | |
| 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*  leaves  giraffe  tongue | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  defend (defense)  thorns  sting  poison  gas  harmless | | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  African acacia tree  herd of kudus (species of antelope in Southern Africa)  stinging trees  Australia | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| * Reading of nonfiction text * Difficult words to pronounce have the pronunciation after them * Look at photograph * Paragraphs are numbered * What a **heading** is * Review what main idea means | | | | | | | | | | | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| Formative- (throughout the lesson)  -Do they know the main idea?  Teacher observation   * Can students restate facts about plants * Are students using the Tier 2 vocabulary words   Summative- (at the end)   * 5 comprehension questions * Exit ticket | | | | | | | | | | | | | | | | | |
| 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: | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmfSpeaking | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfWriting | Listening | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmfReading | |
| Use the 7 Step Vocabulary to teach the tier 2 words. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | This provides practice with the new key vocabulary words in a context that will help ELLs. (Vocabulary) | | | | | | | | | |
| Assign students an above, at, or below level text. Then students will partner read the text. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | This allows all kids to partner read a selection at their own level, and allows the class to read the same text, answer the same comprehension questions, in a whole group format. (Reading) | | | | | | | | | |
| Have students retell after each paragraph what they learned from the story in small groups. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | During partner reading students will read one paragraph at a time and retell their partner what they read about. (Reading) | | | | | | | | | |
| Have students determine the main idea of the story in small groups. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Students can talk and share ideas. (Speaking) | | | | | | | | | |
| Answer the 5 comprehension questions referring to “evidence” in the text | | |  |  |  |  | | Students will write answers to the comprehension questions. (Writing) | | | | | | | | | |
| Reciprocal Teaching | | |  |  |  |  | | Students will sit in a group of 4. Each student in the group will have an assigned job. Clarifier, Questioner, Predictor, Summarizer. (Speaking, Reading, Listening) | | | | | | | | | |
| Exit Ticket | | |  | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  |  | | Students will write 1 sentence on an exit ticket about one detail they will remember from the reading selection. (Writing) | | | | | | | | | |
| 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?*  In a small group- teach the above level reading group the following words as Tier 2 vocabulary. The words pluck and pierce. They will encounter these words in their above level reading selection and I feel they need to know these words to help with their comprehension.  Students can also write a paragraph explaining the important ideas they learned from reading the selection.  At the conclusion of the lesson, students will continue to read tiered reading selections. | | | | | | | | | | | | | | | | | |

**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 Lesson Reflection**

The ELLs in my classroom have varying abilities when it comes to reading, writing, listening, and speaking. So, I was able to choose instructional strategies by using the WIDA Can-Do descriptors to help guide my lesson. In grade 3, students are expected to be able to read and comprehend scientific text. So, I chose a lesson based on what the students need to learn. I was very specific and strategic on choosing vocabulary that I knew would be unfamiliar to the students. I chose to support my ELLs with support in listening, speaking and reading. I used a sentence frame for the exit ticket.

By choosing a reading selection that was appropriate for the grade level, but was already differentiated for below level reading, on grade level reading, and above level reading, I was able to meet the needs of all of the students. I also was able to support the ELLs in many different ways during the reading and writing tasks. Since the whole class was reading the same selection, I was able to have students work in groups. Some of the ELLs were reading a below level text, while others were reading the on level text, and one student reading above level text. The 7 step vocabulary is very helpful. Although I think the ELLs need more than 1 minute to talk. It seems as though the Level 2 & 3 (WIDA Can Do Descriptors, Speaking) students in my class have difficulty even with the sentence frame to share during the 7 Step. So, I may need to evaluate the words that I choose for this step. The group support and the reciprocal teaching were integral in supporting the ELLs.

I used teacher observation throughout the lesson. I was focused on finding out if the students could retell the main idea. The end of the lesson focused on answering the comprehension questions. Since there was a mix of multiple choice and short answer questions, I was able to identify who was having difficulty. The exit tickets, helped by only having the students write one sentence. I also used a starter I learned \_\_\_\_\_\_. I wasn’t looking for a lot of information, but that they understood the main idea. Main idea is a big skill for third grade, and I wanted the students to be successful. The variety allows low and high to participate. The teacher observations allow me to target the ELLs and talk to them while I assess their learning.

The lesson took two blocks of time. I was able to have almost two and a half hours together with the students. This enabled the lesson to be completed at one time. If I had to split it over two days I might answer questions 1 and 5 on the first day, then do a quick vocabulary review on day 2, have students read again and then find evidence to answer the short answer questions.

The low level students had difficulty with the content and Tier 3 vocabulary. Some students also thought we were talking about poison ivy.

Since the scientific nonfiction is so challenging, I would have extended it to 3 days to incorporate writing. I would also look for information on poison ivy to clarify any misconceptions the students might have. The article discussed Africa and Australia. I could also look for other nonfiction stories from those places to increase the students’ background knowledge. Unfortunately the students lack background knowledge for many different reasons, not limited to language, so it’s a challenge to see what they are unfamiliar with and supplement accordingly. I also encourage the students to seek out more information on their own if they are interested in topics that we read about.

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)