

Capstone English Language Learners Portfolio

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Abstract

A high-quality EFL teacher should not only be equipped with valid theoretical guidance but also should constantly renew his/her understanding of the best teaching in the practices. The paper first presents the theories that guide my vision of high-quality instruction which deals with four areas: the learner, the learning context, curriculum and instruction, and assessment. Next, it respectively analyzes my learning and teaching practices in these four areas to demonstrate my ability to apply these theoretical understandings and knowledge in real teaching and reflects my strengths as well as weaknesses as a language teacher. In the final part, my high expectations as a caring teacher, anticipated challenges in Chinese EF teaching contexts, and the ambition to further enrich professionalism are emphasized.

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Philosophy of Teaching

To start my teaching philosophy, I reflected what I wrote in my personal statement when applying to Vanderbilt. Because it reminded me why I chose to be a teacher and what kind of teacher I wanted to be: every teacher who is truly dedicated to inspiring and rekindling the enthusiasm of learning of our younger generation has to explore and develop his/her own teaching philosophy along with advocacy and action. For me, learning to teach is a passionate and lifelong pursuit.

The initial reason why I aimed to be a language teacher was to help people gain the power given by languages, which channeled people's thoughts and enabled us to imbibe a different culture. When I was six years old, my family moved from Hubei – a province whose people speak a northern dialect of Mandarin – to Cantonese-speaking Guangdong in southern China. Like an invisible husk, this unintelligible dialect isolated me from others and I quickly came to realize that languages were the ticket of admission into the culture of the people who spoke them. To learn the new dialect, I pestered my mother into telling me the meaning of every strange word and finally, I made it. My prior experience of learning a new dialect not only inspired me to learn more languages and even to teach languages, but also made me pondering over these questions: When I was learning this new dialect, did I benefit from my mother tongue and the knowledge I gained from home and peers? If I did not spontaneously feel an impulse to communicate with my peers in the same language, would I feel tortured when forced to learn another language that was presented in a disengaging way? If I were ignored by a less caring mother, would I have the access to moving to the next level

of learning?

Based on my own language learning experience and what I learned in the ELL program at Vanderbilt, my vision of high-quality English language instruction consists of four areas: learners, learning, teaching, and assessment. The learner section provides a theoretical base that will guide me to address the diverse needs of our students and to affirm their identities that are formed in the multicultural contexts in future teaching. The learning section presents valid theories and research that help me understand how language learning take place in the real world. In the teaching section I demonstrate my inclination to culturally responsive teaching that appreciates students' diversity and validates their identity in classroom practices, while in the last section of the assessment, I explain why I insist that teachers should prioritize authentic assessments and critically interpret the information offered by the standardized assessments. These four areas are also respectively evaluated in the part of artifacts analysis.

Learner

As a pre-service teacher, the starting point of my vision of high-quality English Language instruction is knowing our students. Knowing who they are, what they did, where they came from, what they want to achieve and in what way we can help them achieve their goals are of the utmost importance. From my perspective, the teacher-student relationship is a connection between two human beings and both parties must contribute to it in characteristic ways. If we know the students only from their performance with rather limited classroom contexts and the mutual trust was not confirmed, the exchange of ideas and thoughts will be

limited during encounters. Thus, before intensifying our effort to create a learning environment and plan instructions, I believe that we as teachers should first enhance our understanding of students' biopsychosocial, educational, and linguistic background, so we can build up a reciprocal relationship with our students on an enduring basis.

Moll and his colleagues (1992) argue that household knowledge and skills are ample cultural and cognitive resources with great, potential utility for classroom instruction. Using the term "*Funds of Knowledge*", they refer to historically accumulated and culturally developed bodies of knowledge and skills that are essential for household and individual functioning and well-being.

Adopting Moll's theory of "*Funds of Knowledge*," I changed my view of students as knowledge recipients to knowledge contributors in the classrooms. During my first year of teaching, I used to put emphasis on covering the material listed on curriculum, passing on vocabulary knowledge or grammatical skills, since I perceived my students as information receivers due to their limited second language proficiency. However, reflecting the efficiency of my former teaching, I found that even though my previous instructional goal was not to encourage rote memorization, without making deeper connections between the new knowledge and their lives, I left my students no choice but cramming something that seemed far away from their lives into their heads.

To build a more productive relationship with my future students, now I am inspired by Jiménez, Smith, and Teague's idea of conducting community literacy investigation (2009). Recognizing students' community literacy practices that vary from the "Literacy" -- mainstream literacy and norm (Harste, 2003) might help us understand our students as social

and cultural beings who are able to connect to a complex social and cultural network.

In China, much of the differences in students' literacy practices stem from socioeconomic status, regional variations, parenting patterns, as well as ethnic groups. For instances, a student moving from a rural minority area to a suburban or an urban school usually needs to tackle emotional issues such as the sense of belonging and academic challenges such as catching up with their peers. As teachers, to engage students' parents or communities in our instruction is a way to show our caring to our students by showing interested in their life as whole persons. It is noteworthy that Moll and his colleges (1992) contrast the concept of "funds of knowledge" with the more general term "culture-sensitive curriculum" and point out that the former one emphasizes the strategic knowledge and relates activities essential in households' functioning. Instead of simply generalizing our students' commonalities, we should acknowledge students' differences and contextualized their educational needs.

With a deeper understanding of students' community cultures, family literacy, prior knowledge, and life experiences, I should not only build a great rapport with students and their families but organize classroom instructions that are more accessible to my students by recognizing their strengths and areas to be further developed. Seeing beyond the stereotype, now I realize that deepening understanding of the actual lived experiences of my students and drawing upon knowledge and skills that they bring from home and community are of importance. By leveraging students' "funds of knowledge", I intend to send a strong message to my future students that I value the cultural and linguistic ability they bring to the classroom instead of viewing them as deficits. Combining students' interests with my goals of meeting

the local standards would definitely be conducive to converting my prior teacher-led classroom into a student-centered classroom.

Learning

Influencing by the learning theory of constructivism that encourages students to learn from active techniques (i.e. experimental tasks, the real-world problem solving, performance-based assignments) and to connect their prior knowledge to the new concept as a way to create new learning (Windschitl, 1999), I consider that the most suitable instruction for students learning English as a second language should allow students to apply the knowledge they have learned in authentic contexts and build the new learning based on what they have already acquired.

To obtain the authentic meaning in language teaching, I adopt the teaching pedagogy “*Communicative Language Teaching*”, which creates a content-based language teaching experience that emphasizes “the real-life purpose of learning” and “the meaning and function that a language serves in a real-life context” (Brown & Lee, 2015). With the purpose of preparing students to be academically successful and career ready, I plan to explicitly teach five abilities of communicative language teaching -- sociocultural competence, discourse competence, linguistic competence, actional competence, and strategic competence are underscored in language teaching (Celce-Murcia, Dornyei, & Thurrell, 1998). According to Brown and Lee (2015), as students better and better understand the functions of the language, students’ access to instructional tasks will be enhanced. By clarifying the social, cultural, and pragmatic features of a language, we can

provide supports that help students engage in the real-life communication in the classroom and encourage them to manipulate languages so they can use them in unrehearsed future contexts.

Creating learning based on students' prior knowledge also connects back to my inclination of drawing upon students' cultural and linguistic repertoire that they gain in their individual households and living communities. Instead of the existed prior knowledge, we as teachers can deliberately help students build the background knowledge step by step by employing Stephen Krashen's ideas of comprehensible input, which is described as one level above what the learners can understand (Richards, 2002).

Teaching

With the process of urbanization in China, the population of diverse backgrounds students grows rapidly these days. Teachers nowadays are required to create a classroom culture where all students are welcomed and supported. As suggested by Gay (2018), today's classroom requires teachers to use a caring and responsive pedagogy to teach and exert a positive influence on students. Teachers need to be available to students in most of the time, be responsive to their needs, show personal interests in students' well-being, build positive relationships, and respect students' cultural background to make students feel secure, safe, supported and comfortable.

Interpreting students' needs simply based on our assumptions is a behavior of ignorance which equates to an excuse to overlook students' cultural identity, background experience, and prior knowledge. According to Windschilt (1999), the image of what is possible in

classrooms is influenced by teachers' own experience, cultural norms, and individual beliefs. Although as teachers, reflecting our own background might help us understand students' positions due to the fact that experience at school is commonly shared to some extent, the empathetic method might edge down our ambition to facilitate students' development by fulfilling their own learning goals. As mentioned in the learner section, I propose to conduct community literacy investigation and explore students' personal and family histories as the starting point to get to know our students and shows our cares for them. To gain insights into the influences on the students' learning attitudes and problems, we should also use the families and communities as resources and understand how these factors contribute to the educational growth of our students.

Instead of lowering our expectation, we might ask ourselves whether we make a comprehensive instructional decision on curriculum topics and learning materials that will raise students' interests and invite them to discover their own definitions about language learning.

As an English learner, I leverage on L1 and metalinguistic knowledge to make sense. To help my students who might not have the experience of learning English until they transfer to an urban school, I intend to employ translanguaging pedagogies to help these emergent English learners maximize their learning (Lewis, Jones, & Baker, 2012). By using translanguaging teaching strategies that ask students to notice nuances between languages and cultures, I view my students' first language as scaffolding strategies and underscore the positive transfer from it. Arousing students' awareness of how features in English is similar to and different from the features in their home language makes the important aspect of

language use more transparent (Celic, & Seltzer, 2011). Instead of merely teaching students the “rules” of English, I am going to draw on their knowledge of their home language in order to make connections, transfer understandings, spot important differences and use the newly learned language to communicate (Swain, Lapkin, Knouzi, Suzuki, & Brooks, 2009). Thus, if we could leverage the knowledge that students learned from their mother tongue and their metalinguistic competence to point out the area needed to be further developed, students’ learning will definitely benefit from this back and forth process.

Besides, having authentic and meaningful purposes in view, I plan to offer stimulating educational activities that require these students to manipulate two languages in their daily lives. If we limit our teaching scope to the conversations or texts appearing in school environments which to some extent might be less authentic and “lacking in generative possibilities” (Jiménez, Smith, & Teague, 2009), we might fail to initiate topics requiring critical thinking and increase students’ communicative competence.

Assessment

I always hear that teachers never cease to assess students whether incidentally or deliberately. In my view, assessment should be a contingently ongoing and deliberately designed process that encompasses a wide range of methodological techniques to help us measure and evaluate students’ understanding of the learning materials or concepts as well as to guide us in instructional and placement decision making.

Complaints about tests prevail among students and teachers in China since those standardized tests are always related to high-stakes judgments of students and schools. From

a student's perspective, standardized tests serve as guards of desired schools, diplomas or certificates, and higher education (Brown, & Abeywickrama, 2009). At the school level, teachers are being judged based on these standardized test scores. However, as pre-service teachers, we must be aware that the fixed response formats, centering on a predetermined body of information, and diverging from authentic problems are common problems embedded in standardized tests. When only using the results and reports from standardized tests to interpret students' language abilities and academic development, we might fail to capture these students' overall repertoire. Thus, to inform instruction and place students in classes at a specific level, the validity and reliability of these tests should be questioned and be investigated before these assessment data are translated into practice.

Meanwhile, instead of only tapping into a storehouse of skills and knowledge, evaluating students in the process of forming their skills and knowledge might be in more direct contact with our goal of helping students to continue the educational growth. Authentic assessment is encouraging in my future classroom because it is a form of assessment that not only calls upon the examinees to demonstrate their ability or skills in performance-based tasks but also provides teachers with immediate information to plan their instructions. Compared with traditional assessments such as multiple choice, fill-in-the-blank, recalling or recognition of facts or ideas, authentic assessment increases the validity of the assessment for measuring acquired knowledge and skills that show the value of achievement beyond the school. By employing different forms of authentic assessments, I aim to assess students' communicative competence that they would benefit not only in school but also in their future paths, which is also aligned with the communicative language teaching pedagogy's basic ideas of learning with

authentic meanings.

In the next part, I will use my vision of high-quality English language instruction as a conceptual framework to demonstrate my understanding of each domain of the TESOL standards. The first goal of this part is to explain my interpretation of the standards within each domain using examples of my work as supportive evidence. The second goal is to provide further evidence on how my philosophy of teaching guides me as a teacher to fulfill the standards within each domain. The following Professional Knowledge parts are also organized by four areas: Learner, The Learning Contexts, Curriculum, and Assessment. For each area, the interrelation is also discussed to support the coherent profession position that I claim in the Philosophy of Teaching part.

Professional Knowledge Area 1: Learner

Before studying at Peabody College, I was a middle school English teacher aiming to pass on what I know to my students. It seldom occurred to me that my students came to the school with their rich experiences of family and complementary learning, which could be utilized by me to promote their educational success. Traditionally, lesson planning, instruction delivery, and outcome evaluations are organized around national criteria and standardized assessment. However, we all agree that instead of what was mentioned above, the driving force for us to start any teaching and learning practices should be students. If students are unwilling to respond to our efforts to help them meet the standards or acquire certain skills, the learning environment and experience we generate mean nothing to our students. I once read a powerful metaphor in Herrera, Murry, and Cabral's book *Assessment Accommodations for Classroom Teachers of*

Culturally and Linguistically Diverse Students (2013) – “an effective teacher is just like a sport coach whose professional mastery is not only reflected by their own knowledge but the degree to which they understand and respond to what each individual player brings to the game.” This metaphor demonstrates the necessity for a teacher to conduct a critical examination of students’ interests, motivation, prior experience, educational background, sociocultural histories, learning patterns and language competence. In doing so, we as educators recognize students as persons, legitimize their knowledge and experience and engaging with them respectfully during the learning process. It is also aligned with the theories of culturally responsive caring presented in the teaching philosophy section. Instead of cramming materials, I intend to make connections between students’ lives and new learning which might address the distinct learning needs of individual students and form a student-centered classroom.

By digging to students’ community literacy and individual cultural and linguistic background, I will provide artifacts in the following domain of identity and context to explain the importance of students’ identity and their living contexts as well as to suggest future implications of the use of these pieces of knowledge in instructional decision making and assessment planning. And guided by the learning theories of constructivism and comprehensive input, in the domain of learning I use an artifact of *Integrated Performance Assessment* lesson plan to demonstrate my knowledge of language and language learning.

Domain 4: identity and context

Teachers understand the importance of who learners are and how their communities, heritage, and goals shape learning and expectations of learning. Teachers recognize the

importance of how context contributes to identity formation and therefore influences learning.

Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

In an ESL context, affirming culturally and linguistically diverse students' multicultural identities and valuing the role of "funds of knowledge" in facilitating their school learning process is fundamental to their academic success. As de Jong notes (2012), it is a basic pedagogical principle nowadays that teachers should recognize students' prior knowledge, background experience, community culture, and family literacy since it would help us understand how their identities are constructed so that we can create spaces for diverse student voice in the classroom.

Artifact A

The artifact that I choose for this domain is the *Community Literacy Project*. Given my theoretical inclination, what stands out to me here is the initial ideas of enhancing bilingual children's success in school by leveraging community literacies in school learning. During the community investigation, we did not directly get in touch with immigrant families, but it presented us with a close observation of Hispanic community and culture, which helped me understand the Hispanic community's historical presence and networks in Nashville. Culturally and linguistically diverse students come to the classroom with their "funds of knowledge", and upon this foundation, we as teachers can determine their interests and make our instructions connected to students' lives. Our exploration in Plaza Mariachi displayed artifacts related to Hispanic students' heritage cultures that could be resources for us to utilize in class.

And from the speech given by panelists from the Casa Azafrán and the newspaper articles

written by a local Hispanic community leader, I learned that education was an important issue for immigrant families. Becoming the first high school graduates in the family were not these ambitious students' final destinations, they were heading for colleges, graduate schools, and even doctoral programs. If we acknowledge their potential to thrive in school and combine their goals with ours, it will definitely be conducive to motivating our students and facilitate the learning process.

Artifact B

The other artifact that I choose to demonstrate my understanding of the importance of acknowledging students' identity and recognizing their multidimensional learning contexts is the *Assessment Analysis Project*. In this project, I observed an ELL student in an elementary classroom and evaluated the student's educational needs.

When I was collecting the participant student D's cultural and linguistic background, I found these data especially useful for us to adapt lessons to enhance authenticity and meaning for D. Due to the limited understanding of our students' personal well-being, interests, or prior knowledge, we might generalize their cultural or community identities by finding the commonalities and neglect the individual variation (Skilton-Sylvester, 2002). For instance, it was noteworthy that D's L1 and L2 distribution on literacy practices was not balanced. According to the results of the literacy survey, English was leveraged by the participant most of the time when it came to reading and writing literacy practices such as reading street signs, maps, short stories, and poetry or writing lists, letters to family members, and short stories. Since no literacy practice in the first language was mentioned during the survey, I asked the

participant whether he could read and write in Spanish. The boy said he could only recognize and write a few words in Spanish. As indicated by the Metropolitan Nashville Public Schools (MNPS) Home Language Survey, actually English is the language that the child speaks most often outside of school. Also, during the interview, the boy told me that only his parents who came from Mexico speak Spanish at home, while he and his little brother who were both born in Nashville speak English most of the time.

This information actually leaves us a caveat that as a teacher we should contextualize our students' multidimensional identities. Informed by the pre-instructional assessment on D's language background, I am able to gain a better understanding of the distribution of L1 and L2 in D's literacy practice. For D, although Spanish is his first language, English is the main medium that he uses to learn literacy skills. Teaching without this insight might lead to pointless efforts to accommodate, motivate, and challenge our students properly. When we explore the students' background and figure out the needs and assets they bring to each lesson, we send a strong message that we value these "*funds of knowledge*" instead of viewing them as deficits (Moll et al., 1992).

Domain 6: Learning

Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

What the proponents of constructivism in view are that students learn best when they use their background knowledge to interpret and bolster new concepts and knowledge. When it

comes to language learning, Stephen Krashen also suggests that learner improves and progresses when he/she receives second language “input” that is one step beyond his/her current stage of linguistic competence (Schütz, 1998). The “i+1” teaching principle inspires me to provide structured and intentional input that provides support for my students to negotiate the meaning and transfer the knowledge into the application.

Artifact C

The artifact for this domain is the *Integrated Performance Assessment (IPA) lesson plan*. In this project, I demonstrated my methodological approach in an IPA lesson design. In this lesson plan, I described the outcomes of adopting a physical response teaching to justify the relationship between well-designed learning activities and theories of language acquisition. Besides, instead of explicitly teaching grammatical rules, I provided students opportunities as well as aids to discover grammatical patterns in an authentic material that I found on the California State Parks website. At the end of the lesson, students were encouraged to use metalinguistic reflection as a way to help them transfer linguistic knowledge across languages.

Initially, aiming to create an engaging learning environment, I adapted the technique of total physical response in pretext activity to teach students some key verbs and verb phrases. Reflecting back on my own language learning and teaching experience, imitation or rote imitation might lead many beginning learners to a dead end. Since my target students were 8-10 years old, creating this kind of whole-body response learning activity might help me catch their interest and make language learning a fun thing. Besides, the instruction on vocabulary was not a one-off activity, which could also be used as a warm-up activity in the following

days. Initially, students were required to listen to the teacher's instruction and carried out the action. In the next step, they were also required to take the role as student teachers and give instructions to their group members. During these processes, students heard the words from different people and different resources and also increased retrieval practices in the mental process.

Second, aligned with my inclination of creating a constructivism classroom and providing comprehensive input for my students, I integrated methods and activities that I learned in the *Teaching English as a Foreign Language* to design instructional activities that help my students "digest" the input, making it more comprehensible to them.

Inspired by the 8 narrow reading activities (Conti, 2016), the examples of narrow reading task listed in table 1 demonstrate my ability to utilize authentic materials to create interpretative tasks for my students. Since many sentences in the text were near-identical in terms of patterns, students were asked to spot the difference as a way to process the text deeply. Guided with different purposes to process the text, students could receive the language input and negotiate the meaning that was one step beyond his or her current stage of learning. At the end of the lesson plan, I also included a metalinguistic analysis task as an extensive process that provides a chance for students to utilize their first language and metalinguistic ability.

Table 1

Examples of Narrow Reading Task: After reading the text below, students are required to finish the following tasks.
<i>Bush Sunflower: My flower friends and I are kept safe by people. My body parts can be used to relieve pain. I have a dark middle part, unlike the naughty, chrysanthemum.</i>

Goldfields: My friends and I are protected. My seeds can be made into seed stew. I have a yellow center.

California Poppy: Hi, I'm your lovely city flower. My stem is 5-20 inches tall. I have many dark-colored seeds in the center of the flower. I can be used for medical purpose.

Prickly pear cactus 1: I am planted by nice people and one day I'll be a good place for my friend, a little bird to build her house.

1. Go through the texts above and write down in English on detail for each plant.

Bush sunflower's stem can be used to relieve pain.

Goldfields' seeds can be made into _____

California Poppy can be used for _____

Prickly pear cactus is a place for cactus wrens to _____

Bush sunflower is _____ by people.

Goldfields is _____ by people.

California poppy is _____ for medical purpose.

Prickly pear cactus is _____ by people.

2. Use the hints to change the sentences given.

E.g. *Prickly pear cactus is planted by people.*

People plant prickly pear cactus.

Bush Sunflower are protected by people.

Bush Sunflower's stem can be used to relieve pain.

3. A metalinguistic analysis in Chinese.

1. *What are the passive voice and its form in English?*
2. *How do you understand the passive voice and the active voice?*
3. *How do you change the passive voice into the active voice?*

As I mentioned in my teaching philosophy as well as this learning section, most of the instruction time, we as teachers should help our students actively process information instead of torturing them by drillings or repetitions, which might lead to a loss of motivation as well as access to the generative ability. Identifying the particular needs of my students, I employ Total Physical Response as a comprehensive approach to teach young learners. Providing students second language input that is one step beyond their current stage of linguistic competence, I intend to provide learners with an input of appropriate difficulty that will be conducive to their learning process.

In sum, in this section I choose three artifacts to demonstrate my understanding of two domains of the learner: 1) identity and context; 2) learning. First, using *Community Literacy Project* and *Assessment Analysis Project*, I make a connection between my conceptual framework and tangible experiences, showing how I actualize my belief that caring and responsive pedagogy play an important role in recognizing and acknowledging students' identity. Second, while beyond understanding how context contributes to students' identity and learning, teachers should also understand the learning processes of acquiring a new language. Therefore, I select the Integrated Performance Assessment lesson plan as an example of how I

designed a lesson plan that supported language learning based on my knowledge of language and language learning.

In the following section of learning contexts, the emphasis would change to explain what I can do as a teacher to energize my students by providing them a steady and deliberate journey of language learning based on my knowledge of learners.

Professional Knowledge Area 2: The Learning Contexts

From my perspective, the learning contexts are where learning takes place. Drawing on our knowledge of students' identity and language teaching, we create a supportive learning environment for our students. There are numerous factors contributing to an effective learning context. In a broader sense, learners make progress in an environment where the classroom culture validates their knowledge, encourages equal participation, and promotes critical thinking. In a micro-level, the learning context includes the nature of classroom interaction, comprehensive academic tasks, and authentic learning activities.

TESOL Domain 2 underscores the importance of providing a supportive environment and encouraging respectful interactions, which connects with my teaching philosophy that respects students from heterogeneous backgrounds, sets high expectations, and values productive student-teacher relationship.

Domain 2: Instructing

Teacher creates supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

For me, this standard means two things. First, a culturally responsive teacher must make effective modifications to stretch instruction to include all learners which increase the comprehensibility and participation for all students. Instead of lowering our teaching standards, learning activities are scaffolded for students by leveraging students' rich world knowledge and linguistic resources (Conteh & Riasat, 2014), making appropriate adaptation (Hammond & Gibbons, 2005) and equipping students with learning strategies (Chamot & O'Malley, 1996). Second, a teacher generates student learning by attends and responds to students' contributions during teacher-student interaction and student-student interaction (Echevarria, Vogt & Short, 2013), which is also aligned with the constructivism pedagogies that emphasize the importance of the learner being actively involved in the learning process.

Artifact D

Video Reflection Project that I wrote for the course *Methods and Materials for ELL Education* aimed at analyzing and reflecting one lesson that I delivered in my practicum class. The educational setting was a third-grade English Language and Arts class in an urban public school. The lesson was conducted to help EL students who were still in their way to meet the writing standard.

As mentioned in the teaching philosophy part, valuing students' prior knowledge and tailoring our instruction to meet their needs is of great importance. To reach students' rich conceptual, cultural, and linguistic resource, one of the methods I used for this special lesson was to group students with the same linguistic background and different academic learning opportunities. As informed by the mentor teacher, the class consisted of heterogeneously mixed

students and the majority of these students were incapable of reading and writing in their home languages. I found it impractical to use multilingual texts since most of them cannot read in languages other than English. Instead of providing multilingual texts, I encourage students to utilize peers supports during the discussion time by the grouping. During the process, students are given opportunities to discuss the key details of the story they have read using their first language, which would help them be well-prepared for the following writing activities since they could build on their peers' ideas and convert their original ideas into the written language.

Also, there were some merits embedded in the lesson materials I chose. The folktales or myths I asked students to summarize were selected from diverse cultural backgrounds. Instead of presenting only one particular version of literacy, I also considered presenting texts from different cultures and countries to create an inclusive classroom culture. As Hull and Moje (2012) note, literacy learning should not only focus on the development of particular kinds of skills but only consider the background on socio-cultural perspectives on literacy. The folktale for students to write a summary in this lesson was an African version of "Cinderella". When trying to summarize the story, students were provided an opportunity to explore a different culture, which added flavor to the story and attracted students' interest.

Besides, considering working with English learners, I tried to find the appropriate pacing of lesson delivery that EL students would not be overwhelmed by the lesson's content and language demands. EL students were allowed to have more time to finish their writings than their peers. Even though many times the writing activity extended beyond the normal time frame as I expected, it might be a trade-off between presenting more information or having more time to practice. This also left me a lesson that as future teachers it would be incumbent

to make contingent decisions that best support students' learning goals in the long term.

During the moment-to-moment interaction, As Hammond and Gibbons note, interactional scaffolding is not pre-scripted and pre-planned, thereby the teachers should “interacted with students contingently in response to the teaching and learning opportunities that presented themselves.” (Hammond, & Gibbons, 2005). First, I encouraged students to elaborate their thinking using the strategies of a restatement. Second, instead of dominating students' thinking by narrowing response toward a specific answer, I asked students to explain their thinking and draw students' attention to the differences (Daniel, 2015) When analyzing the transcript of the lesson video, I found that one student did not reach the predetermined “right” understanding, but I followed student' thinking and responded to the student's comment in a way that avoided evaluation. Although his comprehension of “important details” did not match the way we expected, his response was valued because he was using his prior learning about the “moral”—the important lesson you learned from the story to make sense of the new knowledge “important details.”

To conclude this section on TESOL domain about instruction, I will focus on an area of growth for myself. While I was able to build on students' responses which show my responsiveness to students' ideas and to attend students' attention to the next level of learning, I neglected to create a supportive environment for all students because I failed to move forward to engage all students in the classroom. Since I did not give out clear instructions on how to participate in and contribute to a small group discussion, some students might feel compelled to call out answers or share their thoughts regardless of whether it was a good time or not. Although students showed their wiliness to response to my instructional tasks, without a

classroom conversational rules, students won't benefit from peers' contributions due to the chaotic and noisy classroom environment. To ensure that all students participate and engage in the classroom conversation, I will explicitly teach effective conversation skills and establish shared conversation norms (Zwiers, & Crawford, 2011) in the future classroom to "create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions."

Professional Knowledge Area 3: Curriculum

The first bell ringing on the first day of school declares the start of a voyage of discovery. At the start of the semester, we as teachers are facing some common questions. How can we plan instruction to promote learning and meet learner goals? How can we make accommodations to engage all the students and fulfill their potential? To answer these questions places challenging demands on curriculum design (Wiggins, & McTighe, 2008).

Under this professional knowledge areas, TESOL Domain 1 of instruction planning and TESOL Domain 7 of course contents are precisely connected to my ambition to be a caring and responsive teacher who leverages students' prior knowledge and helps them develop their communicative competence.

Domain 1: Planning

Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

In a general sense, curriculum refers to the course or program offered by a school. As a

public-school teacher in China, I seldom have a chance to change it broadly. Notwithstanding, we can make our own individual teachers' curricula to meet students' goals based on the national learning standard. With a clear understanding of our destination, we can undergo a comprehensive examination of the blueprint that will lead to a promising future for our students. Drawing on my theoretical framework, I believe that a culturally responsive teacher "expects highly, relates genuinely and facilitates relentlessly" (Gay, 2018). In other words, our curriculum design should not only refer to the learning standard and learning objectives but also consider modification and differentiation needed for our culturally and linguistically diverse students, which connected back to what I stated in the Professional Knowledge Area of Learner.

Artifact E

The artifact is an indication of my high expected but achievable curriculum design for English Language Learners. Written in backward design template, this series of lesson plans are situated in a fourth grade English Language and Arts class.

First, this series of lesson plan set the course's big idea as developing students' explanatory writing skills which is not only required by state standard but also crucial for communication in students' future careers and life. Students are expected to analyze informational texts with assistance and independently, as well as write an informative essay to examine a topic and convey ideas clearly. Second, the lesson plan specifically defines what are considered as desired results at different stages for students from different English proficiency levels. For example, students of mixed abilities are grouped to access their partners' support, and students

who are slower in progressing or need language supports would be working with me, so I can help them phrase their original or creative responses. Also, in different phases, I plan to choose different strategies for scaffolding to meet different students' needs. For instance, in phase 1, students are required to finish the graph organizer after modeling how to annotate the texts and analyze the texts while in phase 3 students are required to independently write their own essay. Third, the explanatory writing rubric and 4th-grade student-friendly writing checklist and rubric are designed respectively for the teacher and students to evaluate students' explanatory essays. Since evidence of learning is specifically defined, as a teacher, I can make sure what are the skills or knowledge students have already learned and then make efforts to address the areas that the students still need to improve. Meanwhile, students can utilize the checklist to examine whether they meet the four traits of writing criteria: development of ideas, organization, language, and word choice, and conventions. Additionally, using this checklist students can conduct self-checking and provide peer feedback to other students. The purpose of this assessment activity is to help students engaged and gain autonomy in learning.

In conclusion, a set of high expectations are set in this systematic curriculum design that will direct our students towards a high-level achievement. Teaching toward the learning objectives, the instructional activities will remain focused and organized. With a clear understanding of what data can be collected to show students' understanding at different stages, we can ensure that students with different language ability will make progress and learn toward the learning goals.

Domain 7: Content

Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language course is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

When considering how to plan instruction to develop students' communicative abilities in the target language, we have to leverage our knowledge of language learning and students' linguistic and cultural strengths to help them incorporate their personal experiences into their language learning environment.

Given my theoretical inclination of communicative language teaching, lesson planning that demonstrates clear communicative goals makes explicit connections between new materials and personal experiences, and offer students opportunities to the real-world practices would be the prerequisite for a student's and a teacher's success (Echevarria, Vogt, & Short, 2017).

Artifact F

The artifact that was chosen for this domain to demonstrate my knowledge of promoting students' language learning in a content area is an English Language Arts lesson plan designed for culturally and linguistically diverse students in my practicum class.

Aligning with the state standards, the lesson was for 3 days, which contained one main content objective that asked students to identify the author Patricia Polacco's culture,

beliefs/value, and life experience from the texts and one main language objective that asked students to write an informative text to explain the author's culture, beliefs/value, and life experience. The sub-objectives for each day were displayed at the beginning of the class and were restated during the class, which explicitly signaled what would follow and provided an orientation for the new learning (Hammond & Gibbons, 2005).

The lesson selected an intriguing reading material referring to the history of an immigrant family, which was aligned with the TESOL criterion that requires culturally appropriate, interesting and motivating materials. To fulfill the language learning goal, I intended to help students develop their informative essay writing skills step by step. By explicitly asking questions about students' own family traditions, beliefs, and history, I purposefully made connections between their own experiences and the message conveyed by the author in the interview video as well as the text. During this process, students were encouraged to verbally display their knowledge. Starting with oral responses, the instructional activities moved to one sentence writing.

At the end of the lesson, students went through the whole passage writing by following the prompt that they genuinely wanted to engage in. Overall, these activities not only provided students with supports to overcome the fear of writing but also encouraged students to exercise four language skills: listening, speaking, reading and writing. Since students were asked to shift spoken language written language several times, it would be helpful for them to explore the distinction of language form and function between different genres.

When students were participating in the individual, pair, group, and whole class activities, evaluative criteria were set to better facilitate the development of communicative language

competence. For instance, fluency was more focused on when the activities were designed to keep student meaningfully engaged in language use. However, when students were individually working on their own writing, accuracy was more focused due to the fact that they were required to follow the writing conventions of standard English grammar and usage. Additionally, the design of culminating task that asked students to write a biography for their favorite authors could be generalized as future application, since students were required to use the language they learned in this unit with a genuine communicative purpose: demonstrated their understanding of their favorite author's "cultural, belief, and experience".

In short, employing CLT techniques when designing the learning activities help me plan my lesson and select material. Since lesson planning and content delivery are always interrelated, the two TOSOL domains require teachers to design an effective curriculum that facilitates learners to learn and contains future applications. To further meet the requirements stated in these two domains, my future practice should include more authentic materials and performance-based tasks that prepare my students to communicate in an unrehearsed context. With the understanding of learner and learning context, I could continuously improve my curriculum design and bring more stimulating educational classes for my students. However, teaching is not in isolation, which also is inextricably connected with assessing. In the next section, I will explore the TESOL domains related to assessment.

Professional Knowledge Area 4: Assessment

Educational assessment can be defined as a range of procedures used to gather information or data about students' knowledge, skills, attitudes, and beliefs (Herrera, Cabral, & Murry,

2013). Before addressing assessment practices for diverse populations in the classroom, several questions come to my mind -- What we must assess? How we assess our students? Whether the assessment provides us with useful information about our students' learning? And what are the influences of these assessments on our instructional decision and our students' educational path?

With these questions in mind, I will demonstrate my knowledge of the TESOL domains and how I interpret these questions during my study and practices at Vanderbilt.

Domain 3: Assessing

Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

Throughout the teaching and learning activities, assessments are applied to gather information about the knowledge, skills, and capacities of students (Herrera, Cabral, & Murry, 2013). However, standardized tests, featured as predetermined administrated and scored, might to some extent fail to capture our students' actual language repertoire. Although they allow us to compare student achievement among schools, states, or even countries, these assessments might provide us with less concrete and actionable evidence of students' learning than authentic or formative assessment.

As pre-service teachers, we must be aware that the fixed response format, centering on one language or culture, and diverging from authentic problems are common problems embedded in standardized tests. When only using the results and reports from standardized tests to interpret students' language abilities and academic development, we might fail to capture these students' overall repertoire. Thus, we should question the validity and reliability of these tests before using these assessment data to inform instruction and place students in classes at certain levels. Compared with the standardized assessment, authentic assessment is a form of assessment that not only calls upon the examinees to demonstrate their ability or skills in performance-based tasks but also provides teachers with immediate information to plan their instructions. As Herrera, Cabral, & Murry notes (2013), many different forms of authentic assessment can be utilized by teachers to tap into our students' formative learning processes.

Artifact B

I have selected *Assessment Analysis Project* to demonstrate my ability to appropriately assess ELL students and to make an instructional decision based on the assessment data. This project is intended to make recommendations concerning the observed student's educational needs.

In the Assessment analysis project, I employed the focused anecdotal records assessment as a tool to help me create a more complete picture of my case study student's oral language use in the classroom interaction (Boyd-Batstone, 2004). With a standards-based focus in mind, I recorded the student's performance that might be counted as evidence of understanding and the student's learning problems that informed future instructions.

From the anecdotal records (Table 2), we can see that D showed his strengths in actively engaging in the whole class session: he tried to retell a story in a way that made sense to audiences by using conjunctions. When he was asked to answer questions and to finish charts, he listened to the teacher’s instructions and followed prompts. Meanwhile, I noted that D had difficulties in including all the key details and retrieving correct words when retelling a story and forming sentences to fill out the Book Review chart. Overall, D’s observed oral language use was basically accorded with WIDA can do descriptor for Speaking and Listening Domains: describing familiar phenomena in words or phrases, reproducing facts or statements in context and following agreed-upon rules. However, he could only identify parts of the key ideas or details from the information presented orally.

Table 2

Anecdotal Records Assessment Form	
Student’s name: D (pseudonym) Evaluator’s name: Cathy Xie	
1. 11/13 S: Form and use adjectives S: used <i>white, square, and flat</i> to describe white board.	2. 11/15 S: Describe the Keeping Quit in a story. S: used <i>tearing</i> and <i>shredding</i> appearing in the start-up video to describe the Keeping Quit
3. 11/20 S: Recount folktales S: retold some parts of the story “Mufaro’s beautiful daughter” N: determine the key details in a story	4. 11/22 Thanksgiving
5. 11/26 S: determine the central message S: wrote “kind people will get what you want” N: used words or phrases that they have learned: Kindness brings rewards. Villains	6. 11/29 S: Analyze the author’s language use S: wrote “Tarshis use adjective to make you feel scared”

get punished.	
Assessment statement	
<p>Summary of records</p> <p>Strengths: actively engaged in whole class session; retold story in sequence by using conjunctions; used words that learned in the new materials; listened carefully to the teacher’s instructions and followed the prompt while asked to finished charts.</p> <p>Needs: had difficulties in including all the key details and retrieving correct words when retelling a story. forming sentences in a grammatically incorrect way</p>	
Accommodation for special needs: N/A	

By comparing the standards and the student’s performance, I was able to determine the student’s strengths and needs which helped me generate focused instructional planning or specific assessment recommendations.

Besides, for a closer look at students’ language use and literacy practices in a content area, I utilized running records as a useful tool which involved cueing systems and instructional recommendations. By conducting running records with my case study student, I was able to determine to what extent he comprehended what he was reading. It helped me as a pre-service teacher to support my students’ literacy development by choosing appropriate instructional materials for each student.

As Herrera et al. note (2013), most prevailing practices used in schoolwide achievement assessment have changed little in the past fifty years. These standardized, norm-referenced, high-stakes tests might produce negative effects on classroom climate by prompting teachers to narrow the curriculum taught in classrooms, encouraging so-called teaching to the test, and pushing low-achieving out of the system. To advocate valid assessments for my future students, I intend to utilize multiple authentic assessments and choose appropriate

accommodations for them.

Assessment as a fundamental aspect of the learning and teaching process is not the end point of educational activity. By collecting, interpreting and analyzing students' performance, assessment is essential to inform us about how well our students are learning (Herrera, Cabral, & Murry, 2013). Also, assessment strategies can also be employed to enhance students' learning during the process, since it might guide us students' learning with a focus. Therefore, to an effective teacher, we should understand the interrelation between assessment to other areas and integrate all four essential professional knowledge areas into daily teaching.

In this Professional Knowledge Areas, I have demonstrated my understanding of four knowledge areas as well as specific TESOL standards that are mostly related to each area. Using my philosophy of teaching as a conceptual framework, I have selected artifacts of my work to show how my learning and teaching experience as a pre-service teacher have actualized or can be achieved in the future. In the following part, I will reflect what I have learned about myself, about teaching theories, about the practice of teaching. Given what I care about high-quality language instruction, I will anticipate future challenges and outline my vision for future improvements.

Implications and Future Considerations

During the two-year study at Vanderbilt, my passionate cohort and I was always engaged in thinking about the best practices of teaching, language teaching, and assessing. In the classroom, we exchanged ideas of teaching and learning and learned from dedicated professors

and beloved peers to form our own teaching philosophy; we explored instructional approaches and techniques that were evident in improving ELL's students language learning as well as academic success from high quality and well-designed research and studies; we also worked with experienced teacher during the ELL program practicum to practice what we learned and communicated with students and their community in Nashville. With this knowledge and experience, as a teacher candidate, I perceptibly formed my own teacher identity, reflected areas to be further developed, prospected of anticipated challenges of integrating the theories into future teaching practice and made the determination to be the advocate for my students.

Teacher Identity

Reflecting what I have learned during this two-year program, a bunch of terms came into my mind: "*funds of knowledge*", "*constructivism*", "*comprehensive input*", "*culturally responsive teaching*", "*translanguaging*", "*communicative language teaching*", "*scaffolding*" and "*authentic materials and assessments.*" With these theories that I learned from classes, my teaching philosophy was supported and enriched, while under the practices in the local teaching sites, my understanding of teaching and learning was renewed. So far, I may not have clear answers to those best teaching practices questions, but after I synthesized the theories and practices I obtained in Vanderbilt, a clear picture of my future classroom and my roles in this learning community was revealed:

An inclusive classroom will be established and students feel related to each other positively after receiving explicit education on diversity around us. Students' identities are respected and their differences are acknowledged by being emphasized and utilized as

resources for instructional activities and decisions. Using techniques and strategies such as applying different group configuration, offering appropriately challenging materials or tasks, explicitly teaching strategies of learning, and providing scaffolding, instructions and assessments will be differentiated and tailored to meet different students' needs and help students gain autonomy in their own learning.

To some extent, it might sound too ideal to be realistic, but I set these high expectations on myself to demonstrate my resolution to be a teacher who cares about her students as a whole person, shows passions in second language teaching, continues to recognize weaknesses in teaching practices, keep learning from the professional community, and constantly makes progress in different teaching contexts.

Areas to be developed

Looking back on the training I received from the ELL program, I have realized that my uppermost learning goals for improving instruction changed. I used to focus more on my actions as a teacher to decide what materials to be taught and how to present them. However, effective teaching not only depends on our teaching practices. Unless we carefully think about how an English learner learned the content knowledge through a second language and what supports they need, a lesson evolving from predetermined content standards and learning outcomes might not be helpful for our bilingual students, since the specific academic language demands have not been unpacked (O'Hara, Pritchard, & Zwiers, 2012).

However, when reflecting on whether I clearly defined, displayed and reviewed learning objectives with students in class, I found two areas needed to improve: use student-friendly

language to present content and languages objectives, and review objectives at the end of class. Even though I had planned to make the lesson-level objectives accessible to my students, I failed to use student-friendly language and to reduce cognitive load due to the limited knowledge of students' prior knowledge and English proficiency level. Besides, a careful review of the objectives at the end of the lesson should be more than a verbal restatement of the objectives. The purpose of reviewing the objectives is to determine if students have mastered what they learned. A verbal restatement of the objectives by the teacher either provides information about students' needs nor makes sense to students. To better clarifying and reviewing objectives to my students in my future instruction in an EFL context, immediate moves I can make in response to these three problems are listed below: 1) investigating students' cultural, linguistic and educational history so I can gain a comprehensive understanding of students' prior knowledge; 2) with the help of experienced teachers, adapting the language of objectives in a manner that students can have a sense of where they are going; 3) employing a lot of simple assessment strategies such as speaking or writing prompts, exit tickets, and short quizzes checking for comprehension to recapitulate the lesson.

Teaching in a Chinese EFL classroom might be different from my practicum experience at a public elementary in America. However, a clear clarification on what students are able to do might also be useful for English learners in China, since it guides us as a teacher to plan our lesson and makes our students be conscious of their own learning.

Beyond clarifying and reviews learning objects the other areas that I intended to improve is to encourage students' elaboration about learning concepts during the class. As Echevarria,

Vogt, and Short note (2017), “interactive approaches—where there is more balance in student talk and teacher talk—are effective in promoting meaningful language opportunities for English learners.” However, it is not easy for a new teacher like me to give autonomy to students due to the fear that students cannot reach the predetermined goals in a limited amount of time. Regarding ourselves as resources that students can reach for help, we might find it hard to overcome the temptation to share our knowledge with students. Notwithstanding, if students are stuck on a question, none of the following practices is productive for students’ language and content learning: speaking for them, feeding them answers, or wrapping up the conversation. To encourage students’ responses about lesson concepts during the discussion session especially when these lesson concepts are challenging for them, I list some strategies that I can utilize in the future: 1) when students give out incorrect answers, giving immediate correction or evaluation might be conducive to quickly moving on to another topic. However, if mastering this concept or skill is essential for students to reach the standards and move up to next level, we might stick to the topic and give time to students so they can have process time and express their ideas or answers; 2) instead of simply calling students back from the discussion and lecturing on what has already been presented and modeled, asking students to expand on their answers might be a better way to help us get more sense of why these concepts are challenging for them, so we can provide specific scaffoldings to them; 3) I can use the technique of “restatements” to elicit more ideas from others, to conclude main ideas of the conversation, and to get confirmatory evidence of students’ understanding.

Although shifting the role that teacher plays in class from a coordinator to a facilitator needs more time and practice, over the long term, it is beneficial because more opportunities

were given to our students to elaborate their thinking in English. As a result, we can not only help them improve understanding of content knowledge but also promote meaningful language practices (Echevarria, Vogt, & Short, 2017).

Anticipated Challenges

Although many results and findings of the theories listed in my teaching philosophy part have been encouraging in the K-12 education system, there are future challenges for me to implement these teaching ideas in a Chinese EFL teaching contexts. Serving as the conceptual framework that guides my teaching practices and pedagogy at the moment, my teaching philosophy should keep growing with my understanding of how individual students are best supported in language learning in specific learning contexts.

First, it is often difficult for teachers to gain autonomy under institutional constrain such as pressures from standardized tests and annual teacher evaluation, conflicting views on curriculum design and assessment decision. Second, it appears that generally Chinese public schools have a larger class size which imposed higher demands on teachers' ability to classroom management and lesson delivery. For example, I find it hard to integrate several small group learning strategies or activities that I found useful and practiced in my practicum into a typical Chinese public elementary school English course curriculum. Take small group reading as an example, it requires the full attention of a teacher and asked the teacher to interact with students to help them develop their expressive language. It would be hard to pace the lesson and manage the classroom if some students who are not involved in this reading interaction received no aids and turned to act defiantly. A third challenge comes from students

and parents who are inclined to adhere to traditional teaching and learning styles and may feel uncomfortable about the instructions that are divergent from the manner of lesson delivery or classroom arrangement which they are accustomed to. Changing students' perception of language education might have untoward effects that would hinder our efforts to facilitate the learning process. Also, parents might find it difficult to accept the "new or creative way of teaching" -- from their point of view, since it went a devious route to improve students test scores by enhancing student's communicative competence in a second language.

With these caveats in mind, the future instructional decision and assessment considerations we make as a teacher should be extremely cautious. First, we as a teacher should develop a strong understanding of students sociocultural and linguistic background. Although sometimes it might not be pragmatic to alter the predetermined curriculum, we as teachers could use our initiative to make connections between students' prior knowledge and the content of our courses. Leveraging on the methods and techniques I learned at Vanderbilt, I will find a way to combine students' needs with our goals. Second, cooperating with child study team and parents, I believe that teaching is not only taking place in the classroom. Instead of working alone and feel isolated, creating a culture of collaboration in school would not only support us to reflect our own advocacy but also give us a chance to work with our beloved colleagues and caring parents.

Conclusion

Although challenges are lying ahead, the biggest take-away that I gained from this program is that teachers can be advocates for their students. By conceptualizing how students are best

supported in the learning experience we create, we closely related out teaching to the learner's goals and needs. In the real-world teaching, policies decisions, pressures from students and parents, and intuitional constraints have huge impacts on teachers' instructions and sometimes might dominantly manipulate the way that our students are serviced. However, "going with the stream" is not the only option we have, as teachers, we should believe that we can make a difference. As indicated by de Jong (2012), teachers' decisions in their own classroom could influence students' learning and experience, as well as could yield different outcomes of the implement of policies and laws.

Certainly, if we just work alone on our own battlefield, we might feel exhausted and even leave the career we love. Creating a culture of collaboration in school would not only support us to reflect on our own advocacy but also give us a chance to work in transdisciplinary.

Backing up by a supportive teaching community, I will enrich my professionalism by keeping myself informed of the key issues in the educational field. As mentioned at the beginning of my teaching philosophy, for me teaching is equal to lifelong learning. Guided with valid theoretical and research work, I will conduct teaching practices, learn from these practices, modify my ideas of teaching, and flexibly respond to different challenges in the future.

During this process, I will embody me teacher identity in a classroom and renew it by constantly learning to my colleagues and the community of language teaching professionals.

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Appendix

Artifact A Community Literacy Project

Hispanic community and literacy Investigation and Application in Classroom

Introduction

In this paper, Hispanic and Latino are interchangeable. Hispanic community refer to Latino race group who or whose ancestry come from a country where they speak Spanish. Hispanics community in Nashville, including immigrants from outside America and other sates as well as U.S.-born Latinos, have seen its population growth 13-fold since 1990. Students from Hispanic community is estimated to form the majority in English Language learning classroom. Their diverse origins, though at first we might see it as stumbling block to know each of them, serve as cultural and linguistic strengths for us to utilize in our instruction where culturally caring pedagogies will be carried out.

Hispanic community in Nashville

Davidson county (seated in Nashville) witnessed a growth by 1290% between 1990 to 2014. In 2014, Hispanic population in Davidson County was about 66400, or 10 per cent of the total population of the county.

	1990	2000	2014
Hispanic population Rank	4,775 ³⁵⁵	26,091 ¹⁸¹	66,369 ¹³⁷
Total county population	510,784	569,891	668,347
Hispanics as percent of county population Rank	1% ^{1,446}	5% ⁸⁴⁴	10% ⁷²⁸
		Change from 1990	Change from 2000
Hispanic population change Rank		21,316 ¹¹⁵	40,278 ¹⁰³
Percent change in Hispanic population Rank		446% ²⁵⁸	154% ⁷⁵²

The above figure comes from Pew Research Center Hispanic Trends

Although the growth of the Latino population has slowed nationwide since 2007 (Stepler&Lopez 2016), Nashville is the area that expects large growth in next 25 years. A report estimated that Hispanics will increase to 19 percent of the whole population in Davidson County by 2040, becoming the largest minority group in this county. (Nashville Area Metropolitan Planning Organization and The Metropolitan Planning Department, 2013)

According to James Chaney, Hispanic immigrants “have chosen to reside in the southeast section of the city...Residential clustering has fostered the development of various Hispanic-oriented businesses and services throughout southeast Nashville”(Chaney, 2010, p17). Based on James Chaney’s study, Hispanic immigrants fills low paying jobs and live in the artificial enclave they create which reduces their involvement with members of the host society and slows down the acquisition of the English language.

Community Literacy Investigation and Findings

On September 16, we visited Casa Azafran, K&S Market, Plaza Mariachi, Mercado La Hacienda Panaderia y Carniceria, and the Church Marquee. Among these places, Casa Azafran, Plaza Mariachi and Mercado La Hacienda Panaderia y Carniceria present us with a close

observation of future students' lives.

1. Education matters

Casa Azafran, located near downtown Nashville, is a location for immigrant and refugee to reach out for support in education, legal, health care and the arts. The families and individuals they assists mostly came from Hispanic Community, so lots of the materials they offered are printed in Spanish and English.(only a small fraction in Arabic) As we collecting the flyers in the entrance, a lot of event information about parenting, school enrolment, after-school program and early learning was covered on these brochures. In this building, Conexion Americas, Family& Children's Service and Global Education Center are the resident partners who mainly focused on education issues. Form the introduction given by Lisa Sherman-Nikolaus, a Policy Director in the The Tennessee Immigrant and Refugee Rights Coalition(one of the resident partners in Casa Azafran), we are informed that they assisted Hispanic family in getting familiar with U.S. school system since 2008. This is what made Hispanic community in Nashville differed from others in the country, specially most Latinos members lived in are foreign-born. Here,education is as importance as economy and immigration reform. After 2009 in which ten thousand immigrant first voted for their U.S lives in Nashville, tuition equality is their next ambition.(Marcela Gomez& Javier Solano)

Becoming the first high school graduate in the family is not these ambitious young Latinos' final destination, they are heading for colleges, graduate schools and even doctoral programs. In our instruction, sending message for students that acknowledge their ability to learn well and make high-level achievement in the future is a way that we teachers present caring(Gay,2000). To recognize the community's definition of well-being is the first step to

form our culturally responsive pedagogies. Along with the encouraging learning environment their family provided, our encouragement for them to pursue further academic excellence will help them achieve their goals.

2. Cultural strengths from Latino roots

Our cultural experience in Plaza Mariachi was a unique blend of Latin music, history, art, food, and entertainment. English songs played here were accompanied with Latino instrument, which gave us a refreshing sense of joy. Visiting the little shop named Hispanic Family Foundation, we found a lot of artifact related to Latin relics, especially old Mexican myths about the God of Sun and Moon dating back to Aztec civilization. The Symbols of Gods forming a unique colorful pattern used widely as decoration. The shopper told us that when people with Mexican origin saw the pattern on vase or cloth, they would know that it is related to the story of the God of Sun and Moon.

Our exploration in such a small gift shop have already astonished me, so we can image that the heritage culture our students from Latino community bringing to school will largely enrich diversity in the classroom and broaden our knowledge of the world. The richness of Latino cultures, a combination of tradition and modernity, is supportive of education, providing ample resource for us to utilize in class.

3. Tech-forward habits and online social interaction

When entering the Mercado La Hacienda Panaderia y Carniceria, one of the oldest Mexican market in Nashville, we first noticed a Latino cashier leaning on the counter busy with her smart-phone. Evidence from demographic research report (Smith,2013) and commercial study(Wentz, 2015) showed that Latinos are more tech-savvy and super user of digital content.

Using smart-phone 2.1 hours per day at average, Latinos spent 0.4 hours longer than non-Hispanics did. Online communication became a large part of their social network.

Barriers and Mechanisms for teachers to get familiar with Hispanic community

As future teachers, most of the English learners we face will come from Hispanic community, since their population will continue to increase becoming the largest minority group and their needs to learn English are urgent. Most of Hispanics in Nashville are Latinos. They represent more than 20 countries and have five ways of saying the word “orange” in Spanish depending on where they’re from. (Marcela Gomez & Javier Solano) However, we should notice that even though they share the same language background, they don’t speak in one voice. It means they have not only different Spanish variant but various national identity. They would prefer to be identified by their nation instead of by language. To show our respect to our student’s community culture and literacy, we might regard them as Mexican, Colombian, Cuban or American based on where they come from and increase our understanding of specific culture and literacy of their countries. Figuring out what’s the sharing culture and what makes them unique through informal interview, online resource and print materials is another step for us to transform the former stumbling block into stepping stones.

Hispanic community literacy in Teaching Instruction

As mentioned above, making connection between Hispanic students prior knowledge of their culture and teaching material is the initial step that supports our teaching practice. There are three ways of utilize Latino myths in English language teaching.

1. Etymology, Lexicology and vocabulary

To get started, we should provide our students with a brief introduction about the nature

myths, etymology and lexicology. Once the concept has been introduced in class, we can ask our students to collect myths in their home countries. By reflecting on their cultural myths related to some vocabularies and phrases they still used today, we present roots, affixes, vocabularies and idioms originated from western myths.

2. Rewriting myths in English

Researching the collection of myths in their home countries in Spanish, students are asked to write down the characters, characteristics, background and stories as well as festival events and artifact related to them. By analyzing the portrayal description, plot, conflict, cause and result in the stories, students are encouraged to rewrite the stories in English.

3. Film or drama

Since lots of the myths are relatively short, after rewriting the stories, students are also encouraged to write some lines for characters, so they can transform the stories into film or drama and played at the school or outside the school. Accompanying the student-made films or dramas with Latino music will definitely improve the performance. Thanks to the digital communication and video-sharing platform, our students' work could be exposed to people who miss the live show.

Conclusion

By leveraging Latino music and ancient myths rooted in their community literacies, we are able to guide them to full engagement in the class and facilitate their learning process. With the help of digital communication and video-sharing platform, our students' performance will attract more people from local community to understand their history, tenet and value, which in return expand their social network beyond their "Hispanic enclave".

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Artifact B Assessment Analysis Project

Part I. Participant's Cultural and Linguistic Background

Educational Setting

J.E. Moss serves 869 students in grades Pre-Kindergarten - 4, which is a demographically diverse school with 86% minority enrollment rate. As indicated by Public School Review website, Hispanic student enrollment is 64% of the student body, African American is 16%, European American is 14%, Asian is 5% and two of more races is 1%. In terms of school faculty, the school's student: teacher ratio of 15:1 has increased from 13:1 over five school years. In spite of the increase student: teacher ratio, from group interviews during the lunch time, students told me that teachers in this school build up great rapport with them. J.E. Moss is one of only two model schools within the district for social and emotional learning and the Responsive Classroom approach.

When first visiting the school, I was informed by a 3rd grade teacher Ms. K (a pseudonym) that the school has seven English Learners co-teachers and three of them work with 3rd graders. The responsibility of EL co-teachers is to co-teach English learners with teachers who are not certificated ESL teachers during the Guided Reading session and Personalized Learning Time. One hour Guiding Reading with ESL instructions and 45 minutes Personalized Learning Time Sheltered instruction are offered to all the ELL students at 3rd grade. Except for those sheltered instructions, they stay with the whole integrated class the rest of the day for literacy, math, related arts, and social studies and science classes. Every classroom builds up a library corner and students are allowed to borrow books to read after they finish tasks during the Guiding Reading time. Based on my direct observation, one student has at least 15 minutes per day to sit on the carpet of the library corner and choose a book to read. Some of the books in the library are recommended by an Associate Professor from Lipscomb University specializing at English Literacy Education for ELL students,

while others are personal possessions of Ms. K, an experienced elementary teacher with eight years teaching experience. All the books are categorized by Guided Reading levels and topics, so the teacher can recommend books based on ELL students' English language proficiency and interests, when students are not sure what read to read.

As for parental engagement, Ms. K elaborated that a parent-teacher conference was held once a year, while the school held activities such as Math night, Literacy Night (Spanish heritage base, Arabic heritage base or Asian heritage base) to promote parental engagement once a month. Teachers in this school are required to contact parents at least once a month by sending note of one-day's performance, calling, or sending an email. However, Ms. K thought the one of most efficient ways of communication nowadays is using the Remind APP to effectively contact parents in real time, which is a communication tool that can translate English into several other languages.

Participant's Language and Educational History

The participant of this assessment analysis is an eight-year old 3rd grade ELL student at J.E. Moss Elementary School. As indicated by the Metropolitan Nashville Public Schools (MNPS) Home Language Survey (Appendix A), his first language is Spanish, while English is the language that the child speaks most often outside of school. The boy told me during the interview that his parents came from Mexico and speaks Spanish at home. He and his little brother was born in Nashville, speaking Spanish most of the time at home. However, one of his cousins studying at a middle school in Nashville taught him "some English" before he went to kindergarten.

According to his school record, he attended kindergarten in Nashville and moved to another zone to attend a MNPS school for grade 1 and grade 2. In this September, his family moved to the zone near J. E. Moss Elementary School and the boy started his 3rd grade in Ms. K's class. In fact, the boy told me during

the interview that he hates the former school because he was once accused of something he hadn't done. He likes J.E. Moss and has made a lot of new friends at this school. As informed by his teacher, 17 students in her class have different linguistic and cultural background. Among these students, two students are identified as Native English speakers, two exited the EL program last year, and 13 students are still in the EL program.

Informal pre-assessments.

One survey and one checklist were given out to the participant and his teacher. D (a pseudonym) completed the Literacy Survey under the assistant of the interviewer during the individual interview time, while Classroom Language Interaction Inventory is a self-administered questionnaire completed by Ms. K without interviewer's presence. Information collected by these pre-assessments might provide us a lens to better understand the participant's content-area knowledge, academic skills and communicative capacities.

Literacy survey.

To better understand what kinds of materials the participant read and wrote outside of school, a literacy survey (Appendix B) was employed to show the participant's L1 and L2 distributions on literacy practices out of school (Gottlieb, 2016). According to the results of the survey, English was leveraged by the participant most of the time when it came to reading and writing literacy practices such as reading street signs, maps, short stories, and poetry or writing lists, letters to family member, and short stories. Since no literacy practice in first language was checked on this page, I asked the participant whether he could read and write in Spanish. The boy said he could only recognize and write a few words in Spanish.

Classroom language interaction inventory.

The Classroom Language Interaction Checklist (Collier, 2016) was completed by D's teacher Ms. K, which included the teacher's evaluation on the participant's ability of social language and academic language. For social language interactions column, D got 15 out of 15, which indicated that the teacher thought D could

fully engaged in classroom social language interactions. For academic language interactions column, D got 25 out of 40, which indicated that the teacher thought D was still developing his academic skills. According to the checklist, the areas Ms. K thought D needed to improve were distinction between main ideas and supporting details, rules of punctuation and capitalization, dictation, reading comprehension, knowledge of grammar, and explanation of complex instructional tasks to others.

Part II. Participant's English Language Proficiency Level

To gain more insights into D's level of English language proficiency, results from two standardized assessment as well as one observational protocol are utilized in this part of analysis.

Standardized Assessments

WIDA ACCESS for English Learners.

To evaluate the participant's level of ELP, I leverage on D's test results of the standardized assessments WIDA ACCESS for English Learners.

D's WIDA ACCESS score strip for 2017-2018 (Appendix D) shows six scores: Composite, Literacy, Listening, Speaking, Reading, and Writing (results retrieved from the ACCESS he took last year). The composite score shown on the strip is 3.5, which can be interpreted as level 3 "Developing" according to WIDA standard. As for Language Domain scores, he got a 6 for Listening, 2.1 for Speaking, 2.5 for Reading, and 3.7 for Writing. According to WIDA Interpretive Guide, a 6 for Listening indicates that the student's listening level is 6, which means that he can generally understand oral language in English and participate in all academic classes. A 2.1 for Speaking stands for Speaking level 2, which indicates the student can communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases. Likewise, his reading level is 2, indicating he can understand written language related to specific familiar topics in school and can participate in class discussions, while his writing level is

3, indicating he can communicate in writing in English using language related to common topics in school.

NWEA MAP - Reading.

MAP – Reading is a computer adaptive reading assessment that allow us to compare students’ growth in reading on a national scale. To get a more complete picture of the participant’s literacy development in English, we collect D’s latest two MAP-Reading test results and the Student Progress Report.

In the test result of the MAP – Reading test that D took in August 2018 (Appendix), D’s RIT score of 177 and Percentile Rank of 26th indicated that his performance on this test was considered as “Low Achievement”. The Lexile Range in the Readability Measures part showed that books, periodicals, and other reading materials matched to 100L – 250L Lexile scale were considered appropriate for his reading level. However, a great amount of growth appeared in the winter MAP – Reading test (Appendix). D grew from 171 to 193, ranking in the 47th percentile. Meanwhile, his Lexile Range changed to 425L – 575L which is matched to Fountas and Pinnell Leveled Books: J - M.

From D’s Student Progress Report, we can see that in the fall MAP - Reading test his RIT score was 5 points lower than the District Grade Level Mean RIT score and 10 points lower than the Norm Grade Level Mean RIT. While in the winter test, his score was slightly above average at the district grade level and slightly below the average at the national grade level.

Overall, D’s performance on two MAP administration demonstrated rapid growth in all three instructional areas: Vocabulary Acquisition and Use, Informational Text, and Literature and now his reading test score was slightly lagging around average. However, with the caveat from the home classroom teacher Ms. K that assessment accommodations such as reading aloud test items and choices were given to D during the tests, we should be aware of the possibility that these test accommodations or modifications might mask D’s true academic potential and abilities.

Reliability and validity.

WIDA ACCESS for ELLs Scale Scores is psychometrically-derived measure, while its Proficiency Level Scores is socially-derived interpretation of the scale score in terms of the WIDA Standards' Proficiency Level Definitions. As stated in the Annual Technical Report (2017), the reliability of the Overall Composite score for Series 400 is very high across all grade-level clusters (Grade 1:0.929, Grades 2-3:0.936, Grades 4-5: 0.935, Grades6-8:0.944, for Grades 9-12:0.951). Likewise, the accuracy of classification for student placement using the Overall Composite score around the proficiency level cut scores is also very high across grade and proficiency levels.

Using Brown and Abeywickrama's test validity checklist (2009), I find that ACCESS's test validity is high, which means "evidence and theory support the interpretations of test scores for proposed uses of tests". A fully developed validation framework is presented in the Annual Technical Report, which includes framing the intended score interpretation, outlining the essential research, structuring research results into validity argument and challenging the validity argument (Chapelle, Enright, and Jamieson, 2010).

However, ACCESS online 2.0 might ensure the test reliability and rater reliability, test administration and student-related reliability might be an issue. As reported in the Annual Technical Report, there are some test interruption issues for series 400 online which might threaten its reliability. During the 2015-2016 online administration of ACCESS 2.0, a substantial number of interruptions occurred during students' test sessions. Interruptions occurred for a variety of reasons—some caused by test administrators, but many due to technical issues associated with DRC's online test administration engine. Also, I was informed by staff worked in the Nashville ELL office that some students felt too anxious and depressed to continue the assessment while taking W-APT. By the same token, ACCESS, a standardized test, might also be vulnerable to threats regarding student-related reliability.

Observational Protocol

SOLOM.

The observational protocol used to assess D's oral language proficiency is the SOLOM (Student Oral Language Observation Matrix). Using this oral language observation matrix, D's performance in three consecutive English Language Arts classes with the same topic was observed and matched in five domain - listening comprehension, vocabulary, fluency, grammar, and pronunciation - to descriptions on a five-point scale for each. Rating for his performance is listed below with elaboration of evidence.

Comprehension: 4.

D responds to Ms. K's questions in an expected way, converses with his shoulder partner without difficulty and engages in group activities most of the time. When he is unsure about the question and needs more clarification, he will automatically ask "what is your question? Can you say that again?". After the teacher gives explanation, the conversation goes further at normal speed. However, when D was asked whether he understands the video played by the teacher in the class (an interview to a book writer), he shook his head and asked for clarification.

Fluency: 3.

When it comes to class discussion on "what message this book conveys", D showed unconfidence in his answers and kept saying "Oh, I forgot the words" "I don't know how to say it". However, D's speech is generally coherent and easy to follow when the conversation is more inclined to daily talk, though sometimes he does search for some words to convey himself or ask others students to speak for him in Spanish.

Vocabulary: 2.

Most of the time, D uses the right words in the right places, but he relies on a rather limited word storage. As a result, when it comes to the task that asked him to verbally display his understanding of a text, he had

a hard time in participating in classroom discussions, which might be due to limited Academic vocabulary knowledge. Sometimes he uses a synonym, a description, gestures or facial expressions, when he has problems talking in English.

Pronunciation: 5.

Most of the time, D's pronunciation and intonation is legible to listener and approximates to those of a native speaker. As mentioned in Muriel Saville-Troike's book (2017), one of the benefits of learning a second language at an early age is that children are more likely to recognize the phonological distinction between L1 and L2.

Grammar: 3.

D makes frequent errors in grammar and word order when it comes to story-retelling, which involves usages of newly learned words, description about objects and people and procedures for summarizing. For example, he uses the wrong preposition and verb tense by saying "Tricia chased of the bees so they find a bee tree", which might indicate that collocations of the word chase and past tense might be the confusing aspects of his learning.

As mentioned above, D's ACCESS score taken in September places him at a Level 3 "Developing" according to the WIDA levels of English language proficiency. WIDA Performance Definitions for Speaking demonstrates that students at this level are able to use short and some expanded sentences with emerging complexity. I find this description aligned with my conclusions on D's oral language proficiency in discourse dimension based on observations on D's performance in class. However, the other description that students at this level are able to expand expression of one idea or emerge expression of multiple related ideas across content areas might not be the case. Because of acquiring limited academic language

in English, D finds it difficult in summarizing a story or giving an oral report in an English Language and Arts class. For sentence dimension, WIDA remarks that the students at this level can use simple and compound grammatical structures with occasional variation and sentence patterns across content areas, which is also consistent with my conclusion. As for word/phrase dimension, WIDA states that students at this level demonstrate their ability to use specific content-area language(cognates) and words or expressions with multiple meanings used across content areas. However, I find that D might need more instructions on academic vocabulary to reach this level. Cognates might be a part of treasure to be touched upon. However, as mentioned above, D might benefit little by learning the cognates only in written form since he only knows how to read and write a few words in Spanish.

Part III. State and Federal Assessment Requirements

ESSA was enacted in 2015, which included provisions that aimed at enhancing academic outcomes of ELLs. ELP assessment was previously used to monitor districts receiving Title III funding, but now is a required part of Title I school accountability. Although federal funds to support language instruction for ELLs will continue, there are concerns that ELP might be moved away from the focus since Title I addresses all students, not just Els. Another change in ESSA is the requirement regarding ELP assessment: standardized statewide entrance and exit procedures for identifying Els. (Takanishi, R., & Le Menestrel, S., 2017).

Under ESSA, standards set for Els' entry into and exit from services need to be consistent within state. To register in a MNPS kindergarten, D completed the Student Registration Packet, which included a Home Language Survey portion of the form. Since D's first language was not English, he was directed to one of the International Student Registration Center sites for ELP assessment. After completing Kindergarten W-APT test (one of the WIDA assessments) before registration for the kindergarten, he was considered as an

active EL and eligible for EL Services. Since his parents accepted the EL service, he received ESL instruction after his registration. From 2016 to now, D had a high rate of mobility (3 schools), and this September he started 3rd grade at J.E. Moss. He was placed to a level F guided reading group based on the latest Text Level Assessments result and a sheltered instruction classroom based on his former WIDA scores, which indicates that J.E. Moss followed federal and state requirements. To comply with ESSA, WIDA ACCESS for English Learners was given to D annually to measure his performance in English language proficiency. According to ESSA, vital information should be provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards. The state releases WIDA individual student reports with details of performance, which are distributed by district office staff to schools and then share with families.

Under ESSA, states must set accountability benchmarks, which includes testing for academic achievement, non-academic indicators, and using multiple measures instead of only standardized tests to track improvement. As informed by D's teacher Ms. K, this year TN Ready Achievement Test will be given to D to comply with ESSA and Tennessee Code Annotated, which measures a student's skills in English-Language Arts, math, science and social studies, while WIDA ACCESS for English Learners serves as screening for academic support will be given to D next year to determine his English language proficiency and measures his annual growth in English language development. There are also some district assessments which is not required by law, but are aligned to state academic standards: NWEA MAP-Reading and Math and District ELA and Math Performance Tasks. The former one is given to all students in this district every two month to measure student process and growth in reading and Math. The latter one is a series of tasks used at three points throughout the school year to measure student progress in mastering state academic standards. This semester, D was placed at a Level F Guided Reading group based on his scores in ACCESS

and test report from TN Text Level Assessments, and he received specialized Literacy instructions during Personalized Learning Time based on his test results of the latest MAP Reading and Math tests. And the placement might change quarterly for these assessments will continue to inform instructional choices for D.

Part IV. Participant's Language Use in a Content Area

As Herrera et al (2013) note, “assessing English Learners’ language ability and use in a content area is essential for informing us about whether English learners are making progress in learning English and how well they are learning academic material”. Observing D in the content areas of English Language Arts, I was able to collect assessment data that might be qualified as indicators of D’s oral language, reading and writing abilities.

Oral Language

Anecdotal records. To get an immediate information of D’s language use in the real classroom, I applied the focused anecdotal records assessment (ARA) as a technique to record D’s literacy practices in the areas of English Language Arts (Boyd-Batstone, 2004).

As showed in the Anecdotal Records Assessment Form (Appendix H), I employed reading standards and writing standards of that unit written on the wall as my observational focus (Appendix I) and wrote observable data based on D’s performance in ELA classes. For example, on Nov. 13th and Nov. 15th, my standards-based focus was figuring out whether D was able to form and use adjectives. I noticed that on Nov.13th when Ms. K asked the whole class to choose one thing in the classroom and to use three adjectives to describe it, D used “white, square, and flat” to describe a whiteboard. On Nov. 15th, when asked to describe the Keeping Quit (a book written by Patricia Polocca that tells a story about a quilt passed along from the author’s great-grandmother), D automatically used the new adjective words “tearing and shredding” that he learned from the interview video of the author in response to Ms. K’s question, “What does the Keeping

Quilt look like.” On Nov. 20th, setting “recount folktales” as the dominant focus, I observed that D skipped several key details when retelling the African folktale “Mufaro’s beautiful daughter” to a shoulder partner. In order to meet the standard, more instructions to help D determine the key details in a story and organize them in a sequential manner are needed.

When analyzing the anecdotal records, I found that D showed his strengths in actively engaging in the whole class session, trying to retell a story in a way that made sense to audiences by using conjunctions, listening to the teacher’s instructions and following prompts when he was asked to answer questions and to finish charts. Meanwhile, I noted that D had difficulties in including all the key details and retrieving correct words when retelling a story and forming sentences to fill out the Book Review chart.

Overall, D’s observed oral language use is basically accord with WIDA can do descriptor for Speaking and Listening Domains: describing familiar phenomena in words or phrases, reproducing facts or statements in context and following agreed-upon rules. However, he can only identify parts of the key ideas or details from information presented orally.

Reading Ability

Running record. Informed by the teacher that in September D was assigned a Benchmark Book from level F-2 to assess his reading ability, I selected a text named “Make a Paper Airplane” graded as level F-10 to take the running records. As showed in the Running Records Sheets (Appendix J) , the total number of running words in this text is 109, and the total number of errors is 3 (one substitution, one mispronunciation, and one misreading of the indefinite article are counted). His percent of accuracy is 97% and self-correction rate is 0, meaning that we can move D to the higher text level G. According to Fountas & Pinnell Benchmark Assessment System (Fountas, & Pinnell, 2011), D’s reading level lies below the instructional level expectations for 3rd graders in the middle of the school year and equals to the instructional level expectations

for 1st graders.

Using this Running Record Sheet to analyze D's reading behaviors, I found that D frequently leveraged meaning and structural cues to make meaning of the text and read out the text in a way that made sense and sounded right to him. When D was reading the sentence "They need many parts to help them fly", he substituted the word "you" for "them" and explained that airplanes help human fly after finishing this assessment. He also read the infinite article "a" as the definite article "the". In these situations, these sentences still made sense and sounded right but D failed to use visual cues since the words he read did not resemble those in the text.

As mentioned in Part II, the test result of the winter MAP – Reading test indicated that his Lexile Range fell between 425L to 575L which is matched to Fountas and Pinnell Leveled Books J to M. To figure out why the two assessment have different guidelines on D's reading level, I look deep into D's WIDA scores in four domains and collect professional interpretations from D's home classroom teacher and EL co-teacher. As mentioned in Part II, D's WIDA ACCESS test scores for listening score is 6 and for reading is 2.5, indicating that the assessment support of read-aloud improved D's test performance in the standardized reading assessment. At this micro level reading assessment D was assessed using a text he had never read and no test accommodation such as reading aloud and additional time was offered. Based on his reading behavior on Running Records, I found that it was more appropriate to place D at a level Guided reading group instead of a level J.

Writing Ability

Traits Rubric for Grades 3 – 12. The writing sample (Appendix K) I collected was from D's English Language and Arts class. The mentor teacher had provided scaffolding in writing hooks, summary, recommendation, and conclusion before the students integrated the four parts into their draft for nominating

a book they have read this month for the Children's Choice Award. At the pre-writing stage, the mentor teacher Ms. K asked students to use "SWBST" structure posted on the wall to summarize each story after they had read. Students also brainstormed the moral of each story during the interactive reading session and wrote one or two sentences about their opinions on that book on Book Note sheet. When it came to the culminating task of the Children's Choice Award, the writing prompt and writing checklist were given out and explained to the children (Appendix L).

Using the traits rubric for Grades 3-12 (Education Northwest, 2017) to assess D's writing assessment, I found D's strengths in following traits: D was capable of conveying a clear and focused main idea with development and supportive information; his writing had basic organization that moved the reader through the text logically without confusion; he began to reach audience by saying "*if you want more reason(s), you sud(should) read the book Lon Po Po*"; he supported and enriched his writing by clarifying "*This is a Chinese little Red Ridhaod (Riding Hood).*"

"This is 3 reason sud win Lon Po Po 1 reason at Lon Po Po sud is at There was a part at The wlof Dead Because now the wlof can Not get the kids enmore and the other reason at Lon Po Po sud win is at I like the Book Because it had lot of Adiective and it toole me mot Adout the Charter in the story..."

While D showed an ability to engage the reader, the sentences he wrote were grammatically flawed and spelling mistakes were common in his writing. From this excerpt, we can see little evidence of sentence sense and readers had to reconstruct sentences to make them flow correctly. As stated in the writing checklist, students needed to indent at the beginning of each paragraph, use punctuation at the end of every sentence, leave enough space between each word and write in complete sentences. However, we found D failed to follow the grade level writing conventions.

At the time of sample collection, D was still working on the concluding statement for this writing piece.

As informed by his home classroom teacher, students in her class had difficulties to tell the difference between an introduction and a concluding statement. While D's writing sample demonstrated clearly a strong topic sentence, supporting details to back up his topic sentence and a personal voice to reach audiences, this also revealed his instructional needs in improving his word choice, sentence fluency, and knowledge of writing conventions.

Instructional Recommendations and Assessment Plan

Based on the assessments data I have collected over the course of the semester, I develop both instructional recommendations and an assessment plan for my case study student D. With the student's cultural and linguistic asset in mind, the classroom instruction and the assessment plan should be adapted and tailored to accommodate D's academic and language needs.

Instructional Goals and Recommendations

Using observations and assessments data over time, I planned instructional goals that would guide the teaching and learning in the following semester and made instructional recommendations that would generally improve his content and language learning and specifically enhance her abilities in four dimensions of language.

As mentioned in Part IV, D's percent of accuracy fall between 96% and 100%, indicating he should be moved to a higher reading level G. Moreover, this semester D received special education services for speech disorders. Based on my observation that D had some problems in the rhythm and timing of the speech, I think it necessary that D should continue to receive special service in the following semester. For language support in content areas, I think teacher can utilize the following instructional strategies: 1) slowing down the pacing of the lesson if the materials given to D are graded above his reading level; 2) paraphrase and repeat the newly learned words and concepts if necessary; 3) provide a model of a process, task, or

assignment; 4) adjust lesson delivery in a manner that D can follow and contribute to the class. For assignment supports, D should be allowed additional time for completion and if necessary provide both oral and written directions for writing activities. Since D achieved competence in listening earlier than reading, oral explanations on academic writing activities would help D make more rapid progress in mastering content knowledge. Based on D's school record, he started schooling in America and had little literacy practice in his first language, so providing primary language support in the classroom might not be applicable.

The ACCESS goal (Appendix M) that I made for D is based on his 17-18 ACCESS data I collected. For each domain, he is expected to move up by 1 point except for the listening domain since he has already reached level 6. For example, his ACCESS score in speaking will move from 2.1 to 3.1, which means his performance is matched to the can-do statement for Speaking Domains at level 3. To achieve the speaking goal and maintain the listening goal, if I were D's instructor, I would carefully plan instructions to increase the exposure of language that is just beyond D's independent speaking levels. For example, I would model how to share reasons for opinions or claims during whole class as well as small group instructional time, so D can gain repeated exposure to words, concepts, and skills of sharing reasons. Also, I would provide ample opportunities for D to engage in meaningful language practices that help him move to higher levels of language proficiency. As evidenced by the WIDA rubric in reading and writing domains and the reading and writing assessment I had conducted, D needs more explicit vocabulary instruction and grammar teaching in basic syntactic structure to improve his spelling and sentence fluency. Also asking D to proofread his writing himself or edit it with a teacher or a peer would be conducive to helping D learn writing conventions at his grade-level.

Assessment Plan and Accommodations

Table 1 Assessment Plan

Weekly	Spelling tests
	Shared or Modeled writing
	Grammar Police (performance-based assessment)
	Imagine Learning or Edgenuity (Online curriculum and assessments)
Monthly	Writing Journals
	Running Records
Quarterly	MNPS Assessments – MAP Reading & Math
	Text Level Assessments
Yearly	TCAP TN Ready – Reading, Math, and Science
	WIDA ACCESS for English Learners

Daily assessments. Besides standardized test, instructors can use authentic assessments and traditional tests to monitor D’s progress or specific needs. First, the spelling tests ask the teacher to give D dictation each week including 10-15 words and one or two sentences that D have learned during that week. The purpose of this assessment is to help D improve his spelling as well as his reading by forming a mental representation of a word and pointing out the relationships between letters and sounds. Second, taking 4-5 minutes at the end of a class or after finishing a text to do a shared or modeled writing with D can not only serve the purpose of recapping the lesson or the text, it can help to scaffold the larger writing assignments. Third, the Grammar Police is a kind of performance-based assessment that requires D to apply his syntactic knowledge to “catch” grammatical mistakes he has made during that week. The overarching goal for this assessment is to prepare D to take formal writing assessments and improve his sentence fluency. Fourth, Imagine Learning and Edgenuity are online curriculum-based teaching program required by the district. As informed by D’s EL teacher Ms. K, students in J.E. Moss are required to spend at least 60 minutes on either

assessment. Since both two standardized formative assessments provide weekly reports on students' learning progress, teachers can use these assessment data to inform their instructions in whole class section and to provide specific instructions to meet D's unique need.

Monthly assessment. For reading and writing assessments, writing rubrics and Running Records will be employed to measure and observe his performance and language use. First, For Writing Journals assessments, D will be given a writing prompt that is associated with the content standards. The specific outcomes of this writing assessments are to assess whether D can integrate the modeled writing pieces into cohesive and coherent passages and demonstrate his writing ability appropriate to the grade level writing standards. Additionally, these writing tasks can be a reflection of D's content areas learning at the end of one unit. Second, compared with the text level assessments, the monthly running records assessment is less formal that might skip the written comprehension Quick Check Quiz. This informal reading assessment not only helps teachers capture D's developmental trajectory in reading ability but also make sure that D's placement in a Guided reading group is appropriate to him.

Quarterly assessment. First, NWEA MAP- Reading and Math assessments are required by the district to measure student progress and growth in reading and math. According to MNPS assessment calendar, test window for 2018 and 2019 is in August and November 2018 as well as February and May 2019. As indicated in previous parts, teachers should be cautious to use this standardized assessment data to evaluate D's learning and inform instructions since several factors such as assessment accommodations and test biases might mask the true potential and ability of D. Second, the Text Level Assessments is also known as the Benchmark Assessment, which is required by the district. In order to place D at an instructionally appropriate level, the test includes three parts: capturing D's reading behavior on Running Records, using Retelling Rubrics to score D's comprehension, and using oral or written Comprehension Quick Check Quiz to identify

D's comprehension skills.

Yearly assessment. First, the TN Ready Achievement Test is given to comply with Every Student Succeeds Act and Tennessee Code Annotated, which measures D's skills in English Language Arts, math, science, and social studies. Test results are used in the teacher, school, and district accountability with the state and the federal requirements. Second, the WIDA ACCESS for English Learners is required by law. It is the test that helps determine language proficiency of D and is given by the state every year.

Assessments accommodations.

Many studies show that assessments designed for native English speakers may not be as reliable and valid for ELLs (Herrera, Cabral, & Murry, 2013). To truly see D demonstrate what they know and can do in a content area, the following testing accommodations should be offered to them: read aloud test items and choices, offer extended time, offer word-to-word dictionary, and rest/breaks. The assessment accommodations might change with the development of D's language proficiency, since offering the full range of them to D is not always beneficial and sometimes might be detrimental which masks his true abilities and cause inappropriate placement. However, these assessment accommodations are not allowable on ACCESS, which is conducted to monitor D's English language development.

To prepare D for all the assessment listed above, teachers are responsible to teach D the state curriculum and make modifications to meet D's special needs in content areas and language learning. Taking D's background and growth into consideration, the assessment plan and test modifications are expected to measure what D will accomplish in the following school year.

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Appendix A MNPS Home Language Survey



International Student Registration Center
Office of English Learners

English

Home Language Survey K-12

Student's Name: _____ Date: _____


School: _____

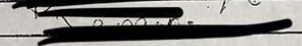
1. What is the first language this child learned to speak? _____
2. What language does this child speak most often outside of school? _____
3. What language do people usually speak in the child's home? _____
4. Where was this child born? _____
5. What date did the student enter the U.S.? _____
6. If the student attended another U.S. school, what date did he/she start? _____

Parent Signature: _____

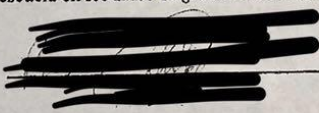
Spanish

**Encuesta para estudiantes de Kínder al 12° grado
sobre el idioma que usan en el hogar**

Nombre del estudiante:  Fecha: _____

Escuela:  _____

1. ¿Cuál fue el primer idioma que aprendió a hablar este niño? Español
2. ¿Cuál es el idioma que más habla este niño fuera de la escuela? inglés
3. ¿Qué idioma hablan usualmente en el hogar de este niño? español
4. ¿Dónde nació este niño? Nashville
5. ¿En qué fecha entró el estudiante a los EE.UU.? 29 de mayo
6. Si el estudiante asistió a otra escuela en los EE.UU. ¿cuál fue la fecha de entrada? hace 2 años

Firma de madre, padre o tutor:  Robship

June 2014

Appendix B Literacy Survey

APPENDIX 1.4

A Sample Literacy Survey for English Language Learners

Directions: Which kinds of materials do you read and write outside of school? Mark the box to show whether you use your first (or native) language (L1), Spanish English (L2), or both languages when you read and write.

Before or after school . . .	First or Native Language (L1)	Second Language, English (L2)	Both Languages (L1 + L2)	Not Applicable
<i>I Read</i>				
Street signs and names		✓		
Maps or directions		✓		
Schedules (e.g., school bus or train)		✓		✓
Newspapers				✓
Magazines				✓
Notes from friends, such as e-mails				✓
Information from the Internet				✓
Brochures/pamphlets				✓
Short stories		✓		
Poetry		✓		
Books		✓		
<i>I Write</i>				
Information on papers or forms		✓		✓
Lists		✓		✓
Memos or notes				✓
E-mails				✓
Letters to family members or for school		✓		✓
Short stories		✓		
Poetry or songs				✓

SOURCE: Adapted from Gottlieb (1999a).

	28	
30. Initiates conversation and questions		X
31. Demonstrates an interest in reading.		X
32. Understands and uses temporal and spatial concepts.		X
33. Distinguishes main ideas from supporting details.		
34. Understands rules of punctuation and capitalization for reading.		
35. Engage in and produce connected narrative		X
36. Can communicate thoughts		X
37. Makes complex grammatical errors		X
38. Writes from dictation.		
39. Understands and uses academic vocabulary appropriately.		
40. Reads for comprehension.		
41. Can discuss vocabulary.		X
42. Uses glossary, index, appendix, etc.		
43. Uses expanded vocabulary		
44. Functions on academic level with peers		X
45. Maintains two-way conversation		X
46. Writes short paragraphs.		X
47. Writes in cursive.		
48. Uses correct punctuation, capitalization, paragraphing, margins.		
49. Demonstrates an interest in writing.		
50. Can discuss aspects of language/grammar.		
51. Initiates writing activities.		
52. Composes and edits over one page papers.		
53. Can explain complex instructional tasks to others.		
54. Demonstrates decontextualized comprehension.		X
55. Beyond 12,000 word vocabulary		
Total academic language interactions used:		
Total possible academic language interactions:	40	40
Total classroom interactions used		
.....	55	55
Total possible classroom interactions used		

Scoring the CLIC

Pre-Production	0-4
Early Production	5-10
Speech Emergence	11-17
Intermediate Fluency	18-32
Advance Intermediate Fluency	33-44
Advanced Fluency	45-55

WIDA Scores

Tue 9/18/2018 2:51 PM

STUDENT	Composite	Literacy	Listening	Speaking	Reading	Writing	Teacher	FALL TIA
D. M.	3.5	3.4	6.0	2.1	2.5	3.7	XXXXXXXXXX	F

Hello Ms. Smith
Here are the WIDA scores for the student discussed.

~~XXXXXXXXXX~~
~~XXXXXXXXXX~~
~~XXXXXXXXXX~~
~~XXXXXXXXXX~~

*general language
placed in
classroom
placement
short stories*

~~XXXXXXXXXX~~
~~XXXXXXXXXX~~
~~XXXXXXXXXX~~
~~XXXXXXXXXX~~



PLT.

T L A ?

MATHEMATICS

182

READING

177

Standard Error: +/- 3.4
Possible range: 174-180
8/16/2018 - 55 minutes
Percentage of Disengaged Responses: N/A
Est. Impact of Disengagement on RIT: N/A
Growth: Reading 2.5 TN 2016

LANGUAGE USAGE

SCIENCE

COMPARISONS ?

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile

GROWTH

Below Mean

No growth tests available [Why?](#)

ACHIEVEMENT

26TH

Quadrant Chart

No growth tests available [Why?](#)

PROJECTIONS Projected result for tests

Approaching Tennessee Ready
If taken in the spring

READABILITY MEASURES [About ranges](#)

Lexile* Flesch-Kincaid Grade Level

100L - 250L **1.4 to 2.1**

INSTRUCTIONAL AREAS ?

Literature	
171 RIT SCORE	0 out of 2 STRANDS TESTED mop SKILLS™
179 RIT SCORE	0 out of 4 STRANDS TESTED mop SKILLS™
Informational Text	
182 RIT SCORE	0 out of 1 STRANDS TESTED mop SKILLS™
Vocabulary Acquisition and Use	

GROWTH GOALS ?

SPRING 2019

Customize the growth target for this student by setting a growth goal

Past Goals

There are no previous goals for this student.

[Feedback](#)

Appendix F MAP-Reading Test Score in Winter

MATHEMATICS

190*

*Winter 2018-19

READING

193*

Standard Error: +/- 3.3
Possible range: 190-196
11/14/2018 - 72 minutes
Percentage of Disengaged Responses: N/A
Est. Impact of Disengagement on RIT: N/A
Growth: Reading 2-5 TN 2016
*Winter 2018-19

LANGUAGE USAGE

SCIENCE

COMPARISONS ?

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile

GROWTH Above Mean **93RD**

ACHIEVEMENT At Mean **47TH**

Low Achievement

Quadrant Chart

High Growth

Projected result for tests

Approaching Tennessee Ready
If taken in the spring

READABILITY MEASURES

Lexile* **425L - 575L**

Flesch-Kincaid Grade Level **3.0 to 3.6**

About ranges*

INSTRUCTIONAL AREAS ?

Vocabulary Acquisition and Use

191 RIT SCORE	→	0 out of 1 STRANDS TESTED mop SKILLS™	→
------------------	---	--	---

Informational Text

192 RIT SCORE	→	0 out of 4 STRANDS TESTED mop SKILLS™	→
------------------	---	--	---

Literature

197 RIT SCORE	→	0 out of 2 STRANDS TESTED mop SKILLS™	→
------------------	---	--	---

GROWTH GOALS ?

SPRING 2019

Customize the growth target for this student by setting a growth goal

Past Goals

There are no previous goals for this student.

Feedback X

Appendix G MAP Student Progress Report

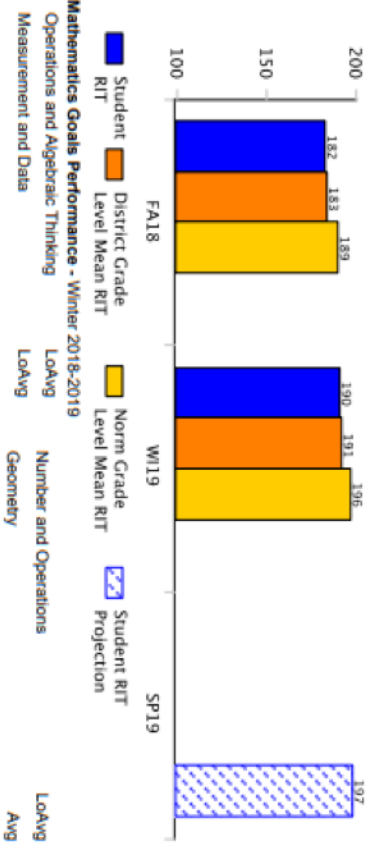


Student Progress Report

District: [Redacted]
 School: [Redacted]
 Term Rostered: [Redacted] 2018-2019
 Schools: [Redacted]

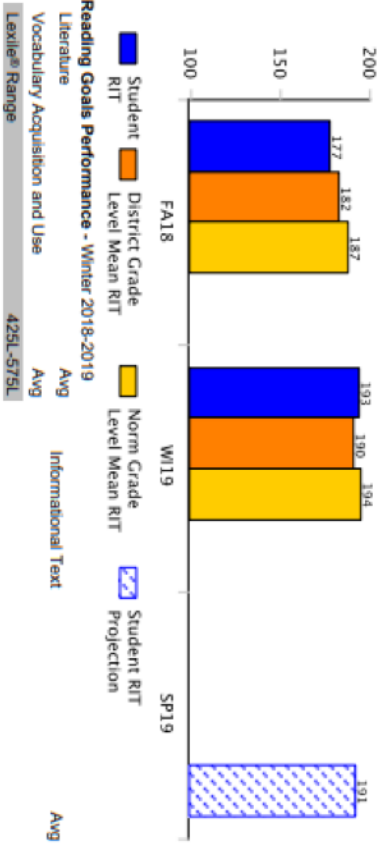
Norms Reference Data: 2015
 Growth Comparison Period: Fall to Spring

Mathematics



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI19	3	187-190-193			24-31-40
FA18	3	179-182-185			22-29-37

Reading



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI19	3	190-193-196			39-47-56
FA18	3	174-177-180			20-26-34

Reading Goals Performance - Winter 2018-2019
 Literature Avg
 Vocabulary Acquisition and Use Avg
 Lexile® Range 425L-575L

Informational Text Avg
 Student RIT Projection
 Avg

Student's name: D (pseudonym)		Evaluator's name: Cathy Xie	
7. 11/13 S: Form and use adjectives S: used <i>white, square, and flat</i> to describe white board.	8. 11/15 S: Describe the Keeping Quit in a story. S: used <i>tearing</i> and <i>shredding</i> appearing in the start-up video to describe the Keeping Quit	9. 11/20 S: Recount folktales S: retold some parts of the story "Mufaro's beautiful daughter" N: determine the key details in a story	10. 11/22 Thanksgiving
11. 11/26 S: determine the central message S: wrote "kind people will get what you want" N: used words or phrases that they have learned: Kindness brings rewards. Villains get punished.	12. 11/29 S: Analyze the author's language use S: wrote "Tarshis use adjective to make you feel scared"	Assessment statement	
Summary of records Strengths: actively engaged in whole class session; retold story in sequence by using conjunctions; used words that learned in the new materials; listened carefully to the teacher's instructions and followed the prompt while asked to finished charts. Needs: had difficulties in including all the key details and retrieving correct words when retelling a story. forming sentences in a grammatically incorrect way			
Accommodation for special needs: N/A			

<p>Language: We can form and use adjectives by identifying them in texts, sorting words with a partner, and writing them in sentences.</p> <p>Writing: We can write informative essays by using a tree map and sharing with peers.</p> <p>Reading: We can describe characters in a story and explain how their actions contribute to the sequence of events by making character bubble maps, discussing with class mates, and writing about it.</p> <p>Math: We can understand dividend, quotient, and divisor in division equations by drawing diagrams, labeling numbers, and practicing strategies as a class.</p> <p>SS: We can locate and identify weather associated with types of clouds by labeling pictures, practicing with peers and singing songs.</p> <p>SEL: I can demonstrate an awareness of my emotions.</p>	<p>Language: We can identify and write compound sentences by creating an anchor chart and discussing conjunctions.</p> <p>Writing: We can write summaries and recommendations about folktales by completing book notes and sharing as a class.</p> <p>Reading: We can recount folktales and determine the central message by retelling the story to a peer and referencing text evidence.</p> <p>Math: We can find area and perimeter of shapes by counting squares or side lengths, using multiplication for area and adding for perimeter.</p> <p>SS: We can identify and locate the major countries, landforms, and bodies of water in Africa by labeling a map and reading a text.</p> <p>SEL: We can demonstrate a sense of personal responsibility.</p>
<p>Language: We can identify and write compound sentences by creating an anchor chart and discussing conjunctions.</p> <p>Writing: We can write summaries and recommendations about folktales by completing book notes and sharing as a class.</p> <p>Reading: We can recount folktales and determine the central message by retelling the story to a peer and referencing text evidence.</p> <p>Math: We can define and identify attributes of a quadrilateral by analyzing and discussing shapes with a peer.</p> <p>SS: We can identify and locate the major countries, landforms, and bodies of water in Africa by labeling a map and reading a text.</p> <p>SEL: We can demonstrate awareness of our strengths and limitations.</p>	<p>Language/Phonics: We can read and write homophones by tapping, identifying them in text, and writing on white boards.</p> <p>Writing: We can recall information and take brief notes by annotating a text and discussing with a peer.</p> <p>Reading: We can determine the main idea and details by annotating the text and discussing with a peer.</p> <p>Math: We can decompose rectilinear shapes to find area by using the distributive property and multiplying side lengths.</p> <p>Science: We can describe the properties of matter by reading texts and explaining my thinking to a partner.</p> <p>SEL: We can understand and use strategies for managing my emotions and behavior constructively.</p>

Running Record Sheet

Name: _____ Date: 11/24 Book Title (Level): Make a Paper Airplane (F) Number of Running Words: 109

	E	SC	Information Used					
			M	S	V	M	S	V
There are many kinds of airplanes.								
Some airplanes can fly all over the world.								
They need many parts to help them fly.		1					✓	✓
You can make a paper airplane. Here is what you will need.								
Get the sheet of paper. Fold it in half the long way. Then open the paper.		1					✓	✓
Next fold one of the top corners to the center line.		1						✓
Now fold the paper on the center line so that the corner flaps are on the outside.								
It is time to make the wings. Fold each side down to the center line.								
Next open the wings out.								
Put three small paper clips on the nose.								
Total								

Analyze the errors the child has made. Which cues has the child used?

- Did it make sense?**
 - Did meaning influence the error?
 - Did the child make a meaningful substitution?
- Did it sound right?**
 - Did the child's response still fit the structure (syntax) of the sentence?
- Did it look right?**
 - Did the child's response show evidence of information gathered from the print?

Observations

Running Record Sheet

Name _____	Date _____	Book Title (Level) _____	Number of Running Words _____	E	SC	Information Used	<p>Analyze the errors the child has made. Which cues has the child used?</p> <p><input checked="" type="checkbox"/> Did it make sense? <input type="checkbox"/> Did meaning influence the error? <input type="checkbox"/> Did the child make a meaningful substitution?</p> <p><input checked="" type="checkbox"/> Did it sound right? <input type="checkbox"/> Did the child's response still fit the structure (syntax) of the sentence?</p> <p><input checked="" type="checkbox"/> Did it look right? <input type="checkbox"/> Did the child's response show evidence of information gathered from the print?</p> <p style="text-align: center;">Observations</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Now bend the back corner of each wing up. This will make the tail.</p> <p style="text-align: center;">Accuracy = 97%</p> <p style="text-align: center;">Self-correction rate = 0</p> <p style="text-align: center;">Instructional level = G</p>						M S V M S V	
				Total	3	0	

Appendix K Writing Pieces about Children's Choice Award

LON PO PO

LON PO PO SUD WIN THE KIDS CHOICE

RAWD THIS IS 3 REASON SUD WIN

LON PO PO 1 REASON AT LON PO PO SUD IS AT

THERE WAS A PART AT THE WOLF DEAD

BECAUSE NOW THE WOLF CANNOT GET THE

KIDS ENMORE AND THE OTHER REASON

AT LON PO PO SUD WIN IS AT I LIKE

THE BOOK BECAUSE IT HAD A LOT OF

ADJECTIVE AND IT TOOK ME A LOT

ABOUT THE CHARACTER IN THE STORY.

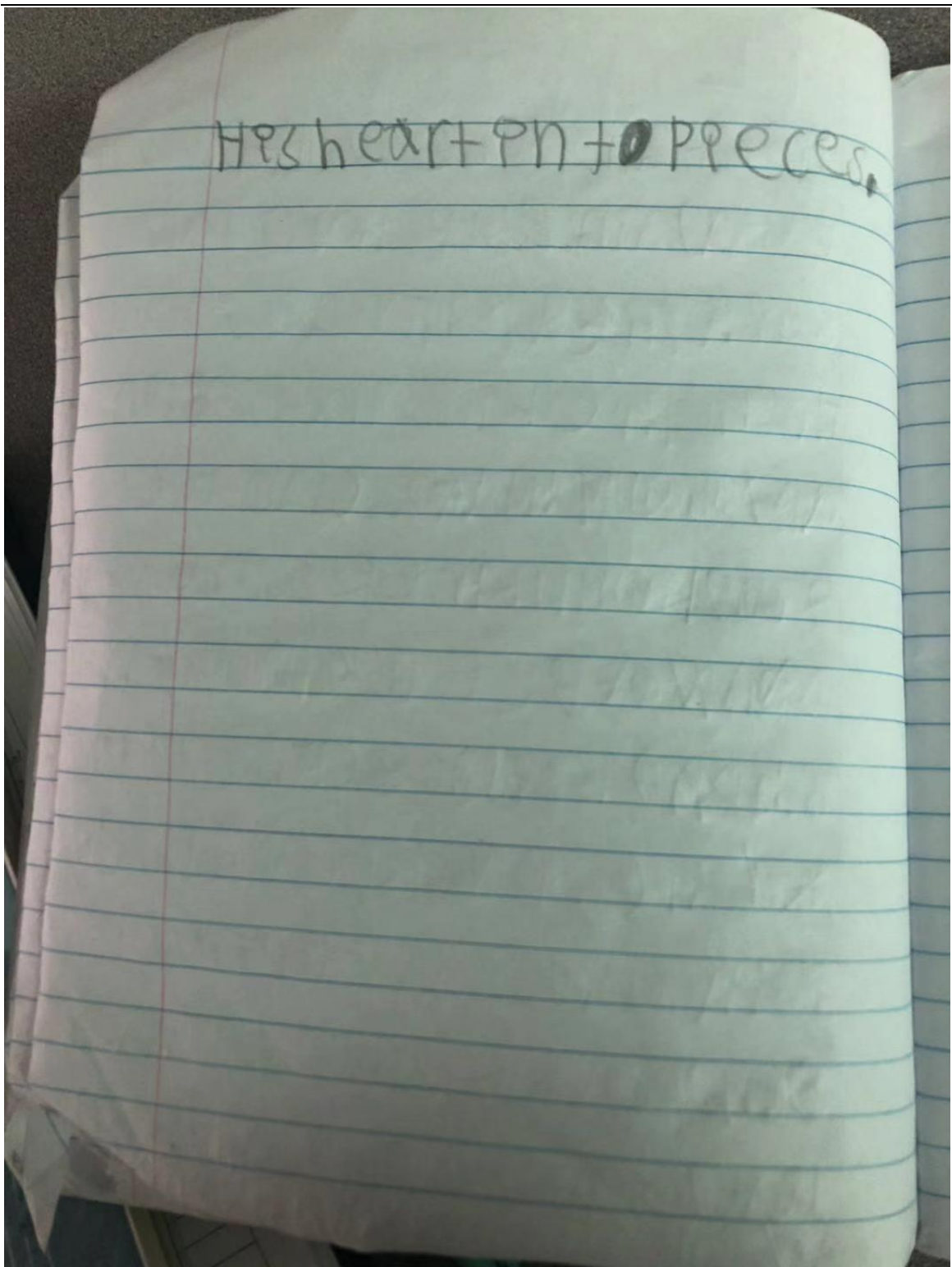
I LIKE THE AUTHOR BECAUSE HE

DESCRIBED THE CHARACTER AND I

UNDERSTAND A LOT WHAT HE PUT IN

In the story and if you want
more reason you should
read the book Little Red Riding Hood
This is a Chinese version of the story
When mother was gone the
wolf went to the house so
he can eat the kids but
the wolf trick the kids so
the kids open the door
and when the wolf was in the
house the wolf blew out the
candle then the wolf
pretended to be sleepy he
yawned at once and let the

1991+ and the wolf blew it
out again But shang had
seen the wolf hairy face
then the kids had a plan
and the plan was climb the
gingko nut tree so the wolf
can not get them then
shang said go get the rope
and the basket and they
pull the wolf up to the
gingko nut tree then the kids
let go of the rope and down
went the wolf and he broke



Appendix L Writing Prompt

Culminating TaskThe Children's Choice Award

The Children's Choice Award committee want to grant an award for the best folktale or myth. Students will write a book review recommending one the folktales or myths they have read for The Children's Choice Award. The book review should include a brief summary of the book, share the lesson they learned, give the book a rating and why they felt the book deserved that rating, using evidence from the text.

The book review should include:

- Introduction statement or paragraph (1-3 sentences)
- A strong summary (1 paragraph)
- A recommendation, including text evidence and your personal opinion, to support a rating (1 paragraph)
- Provide a concluding statement or paragraph (1-3 sentences)

My Writing Checklist**Author's Name:****Conventions**

1. Did I capitalize each first letter in the title? YES NO
2. Is my name on the page? YES NO
3. Is the date on the page? YES NO
4. Did I indent at the beginning of each paragraph? YES NO
5. Did I capitalize the first letter of every sentence? YES NO
6. Did I use punctuation at the end of every sentence? YES NO
7. Is there enough space between each of my words? YES NO
8. Did I write in complete sentences? YES NO

Writing

1. Does my topic sentence tell my book recommendation? YES NO
2. Does my introduction have a hook? YES NO
3. Does my summary clearly retell the main events? YES NO
4. Do I tell my reader why I recommend this book? YES NO
5. Did I include a rating? YES NO
6. Does my evidence support my opinion? YES NO
7. Did I use the details from my book notes? YES NO
8. Does my conclusion restate my opinion? YES NO

My Writing Checklist

Editor's Name:

Conventions

1. Did I capitalize each first letter in the title? YES NO
2. Is my name on the page? YES NO
3. Is the date on the page? YES NO
4. Did I indent at the beginning of each paragraph? YES NO
5. Did I capitalize the first letter of every sentence? YES NO
6. Did I use punctuation at the end of every sentence? YES NO
7. Is there enough space between each of my words? YES NO
8. Did I write in complete sentences? YES NO

Writing

1. Does my topic sentence tell my book recommendation? YES NO
2. Does my introduction have a hook? YES NO
3. Does my summary clearly retell the main events? YES NO
4. Do I tell my reader why I recommend this book? YES NO
5. Did I include a rating? YES NO
6. Does my evidence support my opinion? YES NO
7. Did I use the details from my book notes? YES NO
8. Does my conclusion restate my opinion? YES NO

Domain	WAPT	SCREENER	ACCESS	ACCESS	ACCESS Goal
	18-19	18-19	16-17	17-18	18-19
SPEAKING	-	-	5.2 (Bridging)	2.1 (Emerging)	3.1 (Developing)
LISTENING	-	-	6 (Reaching)	6 (Reaching)	6 (Reaching)
WRITING	-	-	2.2 (Emerging)	3.7 (Developing)	4.7 (Expanding)
READING	-	-	1.7 (Entering)	2.5 (Emerging)	3.5 (Developing)
LITERACY	-	-	1.9 (Entering)	3.4 (Developing)	4.4 (Expanding)
ORAL LANGUAGE	-	-	5.6 (Bridging)	3.7 (Developing)	4.7 (Expanding)
COMPREHENSION	-	-	2.4 (Emerging)	4.1 (Expanding)	5.1 (Bridging)
COMPOSITE	-	-	3 (Developing)	3.5 (Developing)	4.5 (Expanding)

Artifact C Integrated Performance Assessment Lesson Plan

This lesson is for English learners in China who are at the beginners' level and not older than age 12. The language that students will be learning in this unit included grammatical structures passive voice and some vocabulary items like protect, relieve, naughty, center, state, seed, nest and stem.

Step 1:

Read aloud the glossary list in English and Chinese and highlight them in the text:

Protect 保护 	Relieve 减轻 	Naughty 调皮的 	Chrysanthemum 菊花 
Seed 种子 	Stew 炖汤 	State 州 	Nest 做巢 

Step 2:

Narrow Reading task: After reading the text below, students are required to finish the following tasks.

Bush Sunflower: My flower friends and I are kept safe by people. My body parts can be used to relieve pain. I have a dark middle part unlike the naughty, chrysanthemum.

Goldfields: My friends and I are protected. My seeds can be made into seed stew. I have a yellow center.

California Poppy: Hi, I'm your lovely city flower. My stem is 5-20 inches tall. I have many dark-colored seeds in the center of the flower. I can be used for medical purpose.

Prickly pear cactus 1: I am planted by nice people and one day I'll be a good place for my friend, a little bird to build her house.

Prickly pear cactus 2: Nice people are planting me and one day my friend, the cactus wren will nest here.

1. Put the name of plant below the picture:





2. Go through the texts above and write down in English on detail for each plant.

Bush sunflower's stem can be used to _____

Goldfields' seeds can be made into _____

California Poppy can be used for _____

Prickly pear cactus is a place for cactus wrens to _____

Bush sunflower is _____ by people.

Goldfields is _____ by people.

California poppy is _____ for medical purpose.

Prickly pear cactus is _____ by people.

3. Use the hints to change the sentences given.

Eg. Prickly pear cactus is planted by people.

People plant prickly pear cactus.

Bush Sunflower are protected by people.

Bush Sunflower's stem can be used to relieve pain.

Step 3: Metalinguistic analysis in Chinese.

What is passive voice and its form in English?

How do you understand passive voice and active voice?

How do you change passive voice into active voice?

The text is coming from the California Department of Parks and Recreation website

https://www.parks.ca.gov/?page_id=26056

Native wildflowers have a lot to share this spring!

Native Plant & Wildflower Guide Baldwin Hills Scenic Overlook



Bush Sunflower



My flower friends and I are protected. I have a stem you could chew to relieve pain. I have a dark center unlike the naughty chrysanthemum.

Goldfields



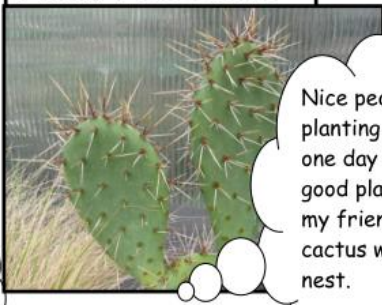
My seeds can be made into a "pinole" or seed stew.

California Poppy



Hi! I'm your lovely state flower.

Prickly Pear Cactus



Nice people are planting me and one day I'll be a good place for my friend, the cactus wren to nest.

Dune Primrose

California Fuchsia

Artifact D Video Reflection Project

Macro-analysis

Part I. Lesson Purpose and Sequence

Aligned with the reading standard that students will be able to summarize stories, the culminating task of the unit asks students to write a book review on one folktale or myth they have read. To help students finish the culminating task, students will practice writing a strong summary by using the summarizing strategy “somebody... wanted... but... so... then” (SWBST) and the moral of a story after reading each story.

Although most of students demonstrated their ability to use the SWBST to give a brief overview of the story, some ELL students directly quoted character’s words, included something they thought it is interesting but trivial in their summary, and linked the events with inappropriate conjunctions when they were summarizing with the SWBST structure. To help the five students in the video who were still in their way to meet the reading standard, I offered a 30-minute small group instruction on how to write a stronger summary based on the SWBST structure for them. During this specific lesson, students were introduced to the three criteria of writing a summary, questioned themselves whether they met the three criteria, and rewrote their summary based on the three criteria.

Before the start of the small group instruction, these EL students were allowed to have more time to finish their writings than their peers. From my perspective, the mentor teacher was trying to find an appropriate pacing of the lesson that EL students would not be overwhelmed by the lesson’s content and language demands (Echevarria, J., Vogt, M., & Short, D. J., 2017). Even though many times the writing activities might extend beyond the normal

time frame to cover other materials, it might be a trade-off between presenting more information or having more time to practice.

Part II. Opportunities to Leverage Student’s Rich Conceptual, Cultural, and Linguistic Resources

At the beginning of the small group instruction, students were asked to share the book summary they wrote and then the teacher displayed the three elements of writing a summary: 1) tell what’s important; 2) tell it in the order that it happened; 3) tell it in a way that make sense. Building on spontaneous conversations, the teacher purposefully asked questions that led the students to use the SWBTS structure to recount the story. Based on their prior knowledge about SWBTS structure, once more the teacher emphasized the new information, three requirements of summarizing, by asking whether their summary included the essential information without having too much detail (Olson, Carol & Land, Robert & Anselmi, Thelma & Aubuchon, Charlie., 2010). After the discussion time, students started to rewrite their summary with the peers’ support and the teacher’s help. Since students in the small group have different strengths, I see scaffolds are used within the groups (Echevarria, J., Vogt, M., & Short, D. J., 2017). For example, one student excelled other students in spelling, so he always helped other students who have a smaller stored vocabulary with words’ spelling. A girl who had a good walking memory recounted the story for her shoulder partner and negotiated what counted as important events with her. Moreover, students gave corrective feedback to each other during the whole small group instruction.

The lesson is more focused on the content objective that students will be able to write a strong summary that provided a brief overview of the whole story instead of a detailed play by

play of all events in a story. Although the requirement three that tell it in a way that make sense implicitly takes about the usage of coordinating conjunctions in summary writing, language objective is not emphasized in this lesson. The overall sequence of the lesson is that students was introduced to use the SWBST structure with new requirements, recounted the whole story with the teacher's help, and rewrote their summary with peers' help.

Part III. Opportunities to Assess Students' Progress

As mentioned above, the purpose of the small group instruction is to help students who didn't "get it" to write a strong summary. With students' problems in mind, the teacher restated the element 1 during the discussion and asked whether "Nyasha said, Manyara said, the king said and they said in our book summary" are important events that should be included in a summary. In this manner, the teacher expected students can sense the difference between big events and details. During the discussion time, most of the students in the small group responded "No" to the teacher's previous question, however, one pointed out something important in the story is the moral of a story (which is not wrong, but it blurs the boundary between the moral and the big events). Based on students' understanding of important things, the teacher asked students to tell what the big events are and gave examples from the story, and then she helped students recognize the difference between the moral and the big events by referring to the element 2. The teacher frequently pointed to the three elements of writing a book summary posted on the slide while she was explaining them. After the teacher's lecture, one student reflected that his book summary only contained "part of it" and did not meet the three elements. Overall, the small group instruction was constructed in a less formal way that teacher-student and student-student interactions is increased compared to the previous whole

class instruction section.

Part IV. Limitations

However, the lesson did not provide any multilingual and multimodal texts. The classroom is in an urban elementary school with heterogeneously mixed students, and culturally and linguistically diverse students' enrollment is approximately 70% of the student body. As informed by the mentor teacher Ms. S, these students are fluent in reading and writing of home languages, since the majority of these students were born in the U.S. and started schooling in K-12 education system. We found it impractical to use multilingual texts, since most of them cannot read in Spanish. However, there are some merits of the lesson materials we chose. The folktales or myths we asked students to summarize were selected from diverse cultural backgrounds. Instead of presenting only one particular version of literacy, we also considered presenting texts from different cultures and countries. As Hull and Moje notes, literacy learning should not only focus on development of particular kinds of print-based skills, but only consider the background on socio-cultural perspectives on literacy (Hull, G., & Moje, E., 2012). The folktale for students to write a summary in this lesson is an African version of "Cinderella". When trying to summarize the story, students were provided an opportunity to explore a different culture. One key detail they should include in their summary is why Nyasha got chosen by the King as his Queen. Different from European version of Cinderella, the King in this folktale had different faces. He was the little boy asking for food, the snake in the garden, and the old woman in the wood. The two sisters both met the incarnations of the King and treated him in different manners, so the king married the kind sister and punished the mean one. If the students cannot understand the culture factor behind the story, they might have a hard

time in writing their summary when dealing with the important events happened in the middle part of the story. Although it seems to add the cognitive load for students, the cultural uniqueness add favor to the story and attract students' interest.

Although the teacher used the computer slides as a tool to display the three elements of summarizing and words spelling, she did not use the technology to manipulate texts.

The intent of this lesson was to build the new knowledge of summarizing on their prior work, one student was unwilling to rewrote his summary because he was reluctant to write the same summary twice. The reaction from this student gave the teacher a real insight into the selection of tasks (Hammond, J & Gibbons, P., 2005). When we are thinking of conducting scaffolding in classroom, we should not only consider their current ability, but also embrace their wiliness to apply the new knowledge in a new area.

Micro-analysis

Part I. Context

The microanalysis was based on a 5-minutes transcription (Appendix) from a small discussion session of a lesson aimed at helping students write a strong summary. The small group discussion took place in a third-grade English Language and Arts class in an urban public school. The five students in this small group ranged in WIDA English Language Proficiency Levels from level 2 to level 4, sharing the same first language-- Spanish. The focus of this discussion was to recount the key details of an African folktale “Mufaro’s beautiful daughter”. The teacher presented three elements of writing a strong summary as guidelines to help students determine the key details: 1) tell what’s important; 2) tell it in the order that it happens; 3) tell it in a way that makes sense.

Part II. Moment-to-moment Interactions Analysis

Building on Students’ Responses.

At the beginning of the 5-minute transcription, the teacher used an example of a summary to help students form their own judgement on whether it meets the first requirement or not. After students give a one-word response, the teacher repeated students’ answer in the form of a question trying to elicit more explanation. However, instead of elaborating on his thinking about why characters’ words were not something important to be included in a summary, student 1 indicated that “something important in the story is the moral of a story.” It seemed that student 1 didn’t arrive at the right understanding and blurred the boundary between a summary and the moral of a story. However, it is not the case. Although the student 1 did not reach the predetermined “right” understanding, he was using his prior learning about the “moral”—the important lesson you learned from the story to make sense of the new knowledge “tell what’s important.” Noticing that his comprehension of the first requirement did not match the way the teacher expected, the teacher further pointed out that differences existed between a summary and the moral. As Hammond and Gibbons note, interactional scaffolding is not pre-scripted and pre-planned, thereby the teachers should “interacted with students contingently in response to the teaching and learning opportunities that presented themselves.” (Hammond, J. & Gibbons, P., 2005) From this excerpt, we can see that the teacher followed student’ thinking and responded to the student’s comment in a way that avoided evaluation.

Recapping on the Previous Conversations.

As stated in the TN 3rd Grade Reading and Writing Standards, students can determine the key details in a text and recount the key details in a way that makes sense. To help students meet the standard, the content and language objectives of this lesson were that students were able to summarize the story of Mufaro’s beautiful daughter by orally retelling to others and writing on Book Notes worksheet. With this purpose in mind, the teacher frequently used the recapping as a way of interactional support to connect the previous discussion with learning goals. As mentioned above, at the beginning the teacher led the students to think whether characters’ words are key details or not. After students answered to the prompt using their own words, at line 9 the teacher summed up the main points students just made and linked it to the main idea of the present lesson that a strong summary includes key details of a story. And at line 53 the teacher also recapped this point after the students had recounted the whole story. According to Hammond and Gibbons (2005), recapping marks “what was to be seen as significant learning”. The use of recapping explicitly made an association to curriculum standard and reinforces

students' learning by pointing out the main concept of "summarizing".

Revisiting Questions with More Challenging Demands.

Through the interaction, the teacher revisited the same questions several with more challenging demands to help students synthesize the knowledge of key details of the story and the skills of summarizing with SWBTS structure. For example, to At line 29, the teacher asked why the mean sister went into the forest and students gave out an explanation. Following students' response, the teacher asked student how to include this key detail in the "But" part in their summary. Although one student gave out the right answer, the teacher continued to paraphrase the question and pushed other students to think about the wordings in a way that fit the SWBST structure of a summary. Based on the teacher's step by step cued elicitation, another student gave out the expected response (Zwiers, J., & Crawford, M., 2011).

Peers' Corrective Feedback and Individual Self-reflection.

During the discussion section, we found that some students conducted self-reflection and provided corrective feedback to others. When student 1 was asked to reflect whether his writing includes all the key details of the story, he responded that he only said "part of it" and failed to make a good summary. And then student 2 automatically provided peer support to student 1 by paraphrasing the teacher's ideas in his own words and giving corrective feedback. And besides, when the teacher first introduced the ideas that character's words are not important things, student 3 stated that she needed to write a new summary indicating that she self-examined her writing and consider whether it met the requirement of writing a summary. She also sought peers' help by asking student 2's opinion on whether she should rewrite it or not.

Part III. Instructional Reflection and Improvements

Attend and Response to Students' Contribution.

Focusing less on what students were doing well, the teacher was inclined to sticking at what they need to improve and did not recast students' wordings of clarification on key concepts. During the discussion, the teacher interrupted the students' talk several times to keep their conversation "on track". From the line 7, we can see that the teacher failed to build more on student 3's response about what counts as big events in the story and continue her lecture on the first element of writing a summary. One reason for the lack of recasting student contributions is that the teacher hasn't formed the habit of automatically building students' words and reshaped it in a particular direction. The other reasons were that the students in this group often answered the teacher's previous questions instead of the newly asked question, so the teacher had to switch back to the previous questions. For example, from line 1 to line 6, the teacher's first question was about students' opinions on what things were important in the story, and one student responded it and led the conversation to another direction—the distinction between a summary and the moral. When the teacher tried to direct students' attention to the difference, another student commented on the previous question of what things count as important details, which might indicate that some students need more process time. Consequently, the teacher should not always follow the lead of some quick thinkers in the class but find a pace that allowed the majority of the students to contribute to the classroom discussion (Echevarria, J., Vogt, M., & Short, D. J., 2017).

Form a Conversational Norm.

Since the teacher did not give out clear instructions on how to participate in and contribute to a small group discussion, some students might feel compelled to call out answers or share their

thoughts regardless of whether it's a good time or not. From the transcript, we can see that student interrupting was a recurring problem and the teacher used phrases like "wait a minute" and "I haven't finished my talk" to direct students' attention and to keep the lesson moving. However, these verbal directions might interrupt the lesson and cause further disruptions that would undermine students' confidence in the teacher. Calling students to stop talking during a discussion sent a message that students' contributions were not valued, thus students might be reluctant to engage in learning activities the next time. For this reason, in the future, the teacher might prevent student interrupting by creating classroom conversational habits and giving out clear directions before the activities (Zwiers, J., & Crawford, M., 2011). The teacher needs to decide a course of action and clarify desired behavior. In this case, the teacher should make the procedures of participating in a small group discussion clear to the students before the start of the discussion. For example, when the teacher is in the middle of the talking, students should listen and hold up their questions until the teacher finished the talk. Moreover, the teacher can explicitly teach students to use hand signals to alert the teacher that they wish to speak and the teacher will respond with an acknowledgement signal indicating that the teacher has received the message and they will discuss it in a few minutes.

To ensure that all students participate and engage in the classroom conversation, the teacher should explicitly teach effective conversation skills and establish shared conversation norms (Zwiers, J., & Crawford, M., 2011). In the transcription, we can see that Student 1 was an active learner and appeared highly motivated with a natural love of learning. He automatically shared his thinking and answered the teacher's questions without hesitation and reservation. As a quick thinker, he sometimes called out the answer or shared his own ideas instead of building on other's ideas. Although we encourage students to voice their opinions, the learning environment might sometimes be negatively affected by discouraging other students to participate in these meaning-making interactions. These students are not provided with enough processing time, thereby their learning is not supported by this kind of activities. To tackle this issue, the teacher should model good academic conversation behaviors like active listening skills and turn-taking sharing. With a better understanding of how to participate in a classroom conversation, students are able to take more ownership of ideas and learning as well as benefit more from these kinds of conversational activities that verbally display their knowledge and thinking.

Final Reflection and Implications

Part I. Commendations

Over the past months, I was grateful that I had a chance to apply what I learned from this class to practice. As mentioned in my teaching philosophy, construct literacy carries different meanings for different cultural groups. Thus, a culturally responsive teacher should design activities and questions that geared to our culturally and linguistically diverse students' ambitions and needs.

According to Hull and Moje, students need meaningful purposes for engaging in literate practice (2012). To improve students' comprehension about learning concepts and elicit their multiple perspectives, I activated students' cultural background and prior knowledge by choosing reading materials that might have relevance to their lives and I asked open-ended questions that required them to make connections to their prior experience.

Moreover, building on what they have learned, new information and skills are introduced and students are encouraged to practice the language they learned. For example, using a book that students had already read, I modeled how to analyze the author's descriptive language and used pictures to show students the difference that if we took out the adjectives in the selected sentences. After the modeling, students are grouped in a way that mix proficiency levels, so they helped each other to analyze sentences have already been given out that the author is describing mysterious creatures. At the end this activity, students were called back to the whole class and share what they had done. A few days later, after reading another book written by the same author, students were asked to analyze the author's language use again but this time students had to identify moments where the author describes a creature with their peers. After whole class sharing, free activities such as choosing a word that best describes the Loch Ness Monster or giant squid and discussing their choice with peer shoulders are given. From this design of tasks sequence, I divided the learning concepts into manageable segments, so students could leverage their existing knowledge of language use, relate it to the overarching core concepts of the unit and move step-by-step towards a more comprehensive understanding (Hammond, & Gibbons, 2005).

Additionally, I employed several scaffolding techniques and found them useful. First, using mediational materials increased students' engagement and provided a basis for new learning. Before reading *The Keeping Quilt*, a story with 830L, I played a short video in which the author told the history of the keeping quilt, displayed the quilt and explained family beliefs behind the quilt. Then I asked students to work in pairs and to discuss several open-end questions that were related to the video and story before participating in reading. I found that the video and the small discussion session were not only helpful in opening up class time, but also helped my students grasp the main ideas of the complex reading that students would go through later. Second, using realia and pictures to teach vocabulary helped students remember new words. It was possible that when I used a needle and thread to demonstrate the status of "threaded", students felt easier to understand the meaning of the words and engaged in such vocabulary learning activities, so most of them were able to recall this word in the review session. Third, conducting mini-lessons and collecting student feedback helped me figure out what would be difficult for students to comprehend the new text, so I could decide keywords and focal points to explicitly teach them.

Part II. Learning Goal and Immediate Approach

Clarify and review learning objectives.

Looking back on this class, I have realized that my uppermost learning goals for improving instruction changes. I used to focus more on my actions as a teacher to decide what materials to be taught and how they are presented. While updating and tailoring the resources and materials used in teaching are still indispensable for improving students' learning, an effective teaching not only depends on teaching practices. Unless we carefully think about how an English learner learned the content knowledge through a second language and provide supports to meet their needs, a lesson evolved from predetermined content standards and learning outcomes might not be helpful for our bilingual students, since the specific academic language demands have not been unpacked (O'Hara, Pritchard, & Zwiers, 2012).

Reflecting on whether I clearly defined, displayed and reviewed learning objectives with students in the class, I found two areas needed to improve: use student-friendly language to present content and languages objectives, and review objectives at the end of class. Even though I had planned to make the lesson-level objectives accessible to my students, I failed to use student-friendly language and reduce cognitive load due to the limited knowledge of students' prior knowledge and English proficiency level. Besides, a careful review of the objectives at the end of the lesson should be more than a verbal restatement of the objectives. The purpose of reviewing the objectives is to determine if students have mastered what they learned. A verbal restatement of the objectives by the teacher either provides information about students' needs nor makes sense to students. To better clarifying and reviewing objectives to my students in my future instruction, immediate moves I can make in response to these three problems are listed below: 1) investigating students' cultural, linguistic and educational history so I can gain a comprehensive understanding of students' prior knowledge; 2) with the help of experienced teachers, adapting the language of objectives in a manner that students can have a sense of where they are going; 3) employing a lot of simple assessment strategies such as speaking or writing prompts, exit tickets, and short quizzes checking for comprehension to recapitulate the lesson.

Teaching in a Chinese EFL classroom might be different from my practicum experience at a public elementary in America. However, a clear clarification on what students are able to do might also be useful for English learners in China since it guides us as a teacher to plan our lesson and makes our students be conscious of their own learning.

Encourage students' elaborated responses about lesson concept.

As Echevarria, Vogt, and Short note (2017), "interactive approaches—where there is more balance in student talk and teacher talk—are effective in promoting meaningful language opportunities for English learners." However, it is not easy for a new teacher like me to give autonomy to students due to the fear that students cannot reach the predetermined goals in a limited amount of time. As mentioned in my microanalysis, I stopped students' talking to continue what I had initially planned to teach, because some of the students did not gain a "right understanding" and led the conversation to another direction. Regarding ourselves as resources that students can reach for help, we might find it hard to overcome the temptation to share our knowledge with students. However, if students are stuck on a question, none of the following practices is productive for students' language and content learning: speaking for them, feeding them answers, or wrapping up the conversation. To encourage students' responses about lesson concepts during the discussion session especially when these lesson concepts are challenging

for them, I list some strategies that I can utilize in the future: 1) when students give out incorrect answers, giving immediate correction or evaluation might be conducive to quickly moving on to another topic. However, if mastering this concept or skill is essential for students to reach the standards and move up to next level, we might stick to the topic and give time to students so they can have process time and express their ideas or answers; 2) instead of simply calling students back from the discussion and lecturing on what has already been presented and modeled, asking students to expand on their answers might be a better way to help us get more sense of why these concepts are challenging for them, so we can provide specific scaffoldings to them; 3) I can use the technique of “restatements” to elicit more ideas from others, to conclude main ideas of the conservation, and to get confirmatory evidence of students’ understanding.

Although shifting the role that teacher plays in class from a coordinator to a facilitator needs more time and practice, over the long term, it is beneficial because more opportunities were given to ELL students to elaborate their thinking in English. As a result, we can not only help them improve understanding of content knowledge but also promote meaningful language practices (Echevarria, Vogt, & Short, 2017).

Part III. Ongoing Question

Although During my practicum, I noticed that some EL students were able to independently finished their writing tasks after my modeled writing session, while others still sat at their tables leaving their worksheet blank. Although I offered them additional instructions on strategies that they can use to finish the task, language supports of explanations on vocabulary in the reading texts, and sentence starters or text frame, they seemed to be unmotivated and took double or treble time than their peers to finish the writing tasks. Why these students showed little interest in writing tasks? What I can do to help them finished a writing task with a time limit? These are issues lingering on my mind. It is possible that due to limited amounts of time that I spent with these students, I do not have chances to really know them or have deep conversations with them about the things they really care about. Since I did not let these students choose topics they were interested for writing assignments, lacking

differentiation and choice might discourage these students. As a result, these students gave minimal effort to these writing tasks. This experience reminded me that providing communicative experience and a language model related to comprehensive input are not enough. Finding a way to motivate our students and give them control over their own education is not easy and sometimes frustrating, but I believe that making accommodations to our teaching practice based on a deep diagnosis of each unmotivated student's learning problems will eventually help us find the powerful motivators for each student.

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Artifact E Backward Design Phase 3

Note: three lesson plans in Phase 3 are aligned with the Phases 1-2 that have already been submitted, and the revising version of Phases 1-2 are posted below.

Phase 1 Course Big Idea: Explanatory writing		
ESTABLISHED GOALS & IDENTIFIED STANDARDS	<i>Transfer</i>	
1. Comprehend and analyze informational texts with assistance and independently	Students will be able to independently use their learning to... Independently dissect a writing prompt and use informational facts and details that support their explanations; synthesize the explanatory essay that was supported by evidence from across r	
2. Introduce students to write an informative essay that: -introduces a topic; -develops the topic with facts and concrete details, quotations, and example related to the topic; -provides a conclusion related to the information or explanation presented; -follows the conventions of standard written English.	UNDERSTANDINGS <i>Students will understand...</i> 1. the essential components contained in an explanatory essay 2. the role of a writer to organize the answer to the prompt using text evidence and explanations 3. logical ways to present ideas in the explanatory essay.	ESSENTIAL QUESTIONS 1. What is an explanatory look like? 2. How would students... What is the component... What information would... 3. How would students... to support their essay? 4. What strategies would essays after they have

		<p>UNIT QUESTIONS:</p> <ol style="list-style-type: none"> 1. What's the difference between taste and flavor? 2. What would affect someone's taste? 3. What are the connections between taste and other senses. 4. What is the evidence in the "Matter of Taste" that supports your claim? 5. How would students use the evidence's connection to their own writing?
		<i>Acquisition</i>
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. strategies for note-taking that would support their reading comprehension as well as informative writing. 2. the procedure of dissecting the writing prompt. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. dissecting the writing prompt into focus questions: <ul style="list-style-type: none"> -what type of writing is this? -what am I reading to do? 2. finding facts or details in the texts to support their writing. 3. effective writing which includes relevant content, relevant ideas, and relevant evidence.

		appropriate word c appropriate voice,
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Phase 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Explanatory Writing Rubric & 4th Grade Student Friendly Writing Checklist and Rubric:</p> <p>The first informative-explanatory performance task writing rubric was designed for teachers to evaluate students' explanatory essays by examining four traits: Development of ideas, Organization, Language and Word choice, and Conventions. A student's writing is rated according to the performance level on each trait. Each trait has four columns ranging from four points to one point: Exceeds expectations, Meets expectations(strong), Meets expectations (weak), and Does not meet expectations. The second rubric translates the language used in the first rubric into student-friendly language and omits the four levels descriptions to serve students' needs.</p>	<p>PERFORMANCE TASK(S):</p> <p>Write an essay that explains what affects taste. Be sure to use evidence and details from both texts to support your explanation and follow the conventions of standard written English.</p> <hr/> <p>EVIDENCE:</p> <p>Students are able to independently write an explanatory essay that follows the conventions of standard written English.</p> <ul style="list-style-type: none"> - Students' response should show evidence that they understand the type of writing the prompt asks them to do and they can find or evidence the prompt asks them to find. - Students' response should show evidence that they can develop the topic with facts from the text to support their explanations. - Students' response should show evidence that they can proofread written papers.

Plan for Instruction

TEACHER(S): Cathy	DATE(S) OF INSTRUCTION: April 5, 2018
CLASS: ELAs	<p>UNIT/KEY STANDARDS:</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>

COURSE BIG IDEA:

Write Informative writing texts to examine a topic and convey ideas and information clearly.

Brief Overview (Summary) of the Unit:

For the last assessment, students were asked to write an informative essay that explained what affected taste, using facts and details from two texts “Taste ‘Buddies’” and “A Matter of Taste”. Most of their responses showed their understanding of the organizational structure of an explanatory text (introduction, body paragraphs, and conclusion). However, most of them showed little evidence of understanding of what they should include in each part of an explanatory essay. So, they might need some lecture that help them understand what information they should include in each part and some performative tasks that help them master the writing strategies when composing an informative essay.

Information from UbD Stage 1: Desired Results

<p>Essential Question(s):</p>	<p>5. What is an explanatory essay? And what does it look like?</p> <p>6. How would students write an explanatory essay? What is the components of an explanatory essay? What information</p>
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	<p>would they include in each part?</p> <p>7. How would students find factual events across texts to support their essay?</p> <p>8. What strategies would students use to write their essays after they have a grasp of the content?</p>
<p>Competency (Key knowledge, skill and/or misconceptions will be addressed):</p>	<ol style="list-style-type: none"> 1. What does an introduction in an explanatory essay look like or the distinction between the introduction in an explanatory essay and in a narrative essay (whether “today I am going to tell you ...” is an appropriate starter of an explanatory essay?) 2. What’s the difference of an introduction and a conclusion? And what function do they serve for your explanatory essay? 3. How would students organize the body paragraph(s)? How would they make transition when writing multiple paragraphs? 4. How would students cite evidence in their essay?
<p>Enduring Understanding(s):</p>	<p>Independently write an informative essay:</p> <ul style="list-style-type: none"> - Properly dissect the writing prompt and use appropriate style to enhance content.

	<ul style="list-style-type: none"> - Have a clear and effective organizational structure of an informative essays and information contained in each part of it. - Have an effective introduction and conclusion - Logically present ideas in the body paragraphs.
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Lesson Adaptations to ensure all learners have access to this learning

<p>Modifications:</p>
<p>Since we might have students of mixed abilities at each table group working together to access their partners works, I may have a small group of students who are slower in progressing with me and restate their original or creative response to the whole class to motivate their learning desires. And then after modeling how to do the task, I may ask them to continue doing what I ask them to do independently.</p>

Information from UbD Stage 3 - Learning Plan, Experiences, Instruction and Learning

Activities:

Consider the **WHERE TO** elements

Activity/Time	Lecture notes or materials	What are	What are
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ng		students doing?	teachers doing?
Warming-up 10 minutes	An Overview of Informative/ Explanatory Writing: Brainstorm: Plan and talk: Talk and write, then revise and edit: Publish:	Reflect their writing procedure and strategies used for last assignmen t Turn and talk with partners and share their strategies. They might recall the activities	Ask students to recall their memory of the informative essays they have written. Question: Yesterday we wrote an informative essay. Did you remember what you

		<p>we have done in class or draw diagrams to show their plans of writing. At the end of this activities, students show their familiarity of the routine of writing an informative essay and are able to</p>	<p>do first?" Have an overview of the writing process. Question: At the end of the semester, we are going to have a big writing test, what are you going to do when you are</p>
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		<p>talk about their future plans of writing an informative essay.</p>	<p>talking the exam?</p>
<p>Lecture 10 minutes</p>	<p>Introduction</p> <ul style="list-style-type: none"> ● Hook (grab reader’s attention) ● Big idea (identify the purpose of your writing) <p>Body</p> <ul style="list-style-type: none"> ● 6 Organizers <p>Conclusion</p> <ul style="list-style-type: none"> ● Repeat big ideas ● Snappy Ending <hr/> <p>Introduction</p>	<p>Students are expected to follow the teacher’s lead, answer questions and take notes.</p> <p>Create chart</p>	<p>Use a tactile kinesthetic method that shows the children that there are three basic parts of an informative essay.</p>

	S Settings	S Subject	? Big ideas	paper table of what each part includes in an informative essay. Write class definition on chart paper	Also Draw a stick person to remind students of each part. Question: Why have a big head, a long body and skinny feet? Co-construct what can be include in each part.
Time or place <optional>	Who/what	Why?			
Body paragraph I -inform D -describe E -xplain A -nalyzes (Associate with the six organizer we have learned)					
Conclusion Repeat your big ideas using a different expression					

	<p>Snappy ending (end up with something interesting)</p>	<p>Question: If you are reading a magazine but you don't want to read it deeply, you just want to know the main idea, what would you do? Show them a piece of newspaper and ask them what</p>
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					<p>the headline tell us. What is the important informatio n that it gives us? Who or what is about? Why is it important? Does it have some “how” informatio n?</p>
<p>Assessment: Form</p>	<p>Text structure</p>	<p>Key words</p>	<p>Graphic organizer</p>	<p>Text Structure:</p>	<p>Using several</p>

completion 70 minutes				Students are able to mark out the introduction, body paragraph(s), and the conclusion in the given	exemplar writings to show students what's included in each part of an explanatory essays.
				exemplar	Recognize
	Text structure	Key words	Graphic organizer	Key words:	the key words in
(circle the introduction, body paragraph(s), and conclusion on	Introduction part: Hook (useful phrase) Transition (useful phrase)	6 organizers we have learned.	Students are introduced to different ways of writing an	each part and talk about how the writer hook their reader,	

	<p>the exemplar writing)</p>	<p>Snappy Ending (useful phrase)</p>		<p>introduction. They are asked to talk about how the exemplar he received talk about the big ideas of the whole</p>	<p>organize their body paragraph and end their essays. How the ending connects the introduction.</p>
				<p>text and hooks the reader, what linking devices was used in the text,</p>	<p>Analyze the what's the purpose of the information include in</p>

		<p>and how</p> <p>the ending</p> <p>connect</p> <p>the</p> <p>introductio</p> <p>n in pair</p> <p>and then</p> <p>share their</p> <p>thinking in</p> <p>the whole</p> <p>class.</p> <p>e.g.</p> <p>Introductio</p> <p>n part</p> <p>The subject</p> <p>is the sense</p> <p>of taste</p>	<p>the</p> <p>exemplar</p> <p>(belong to</p> <p>which</p> <p>organizer</p> <p>they have</p> <p>learned)</p> <p>redraw the</p> <p>organizers</p> <p>they have</p> <p>drawn to</p> <p>see how</p> <p>the</p> <p>exemplar</p> <p>sequence</p> <p>the</p> <p>informatio</p> <p>n from the</p> <p>organizer</p> <p>to the</p>
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		<p>Big idea is what affects taste</p> <p>It doesn't contain a specific setting</p> <p>Graphic organizer</p> <p>Students are asked to think about what organizers would fit the exemplar</p>	<p>writing.</p>
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		<p>writing and redraw the organizers. Compared with the texts and the exemplar writing, students are asked to talk about how the writing cite evidence or facts.</p>	
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UbD Daily Planning 2

Information from UbD Stage 3 - Learning Plan, Experiences, Instruction and Learning

Activities:

Consider the **WHERE TO** elements

Activity/Timing	Lecture notes or materials	What are students doing?	What are teachers doing?
Peer review 38-45 minutes	<p style="text-align: center;">Constructing a Task Scenario</p> <p>Goal:</p> <p style="padding-left: 20px;">✧ The goal within the scenario is to use the rubric and the exemplar to assess your partner's essays.</p> <p>Role:</p> <p style="padding-left: 20px;">✧ You are a new English</p>	<p>1. Divide students into groups and then pair them up. Students are asked to use the rubric and the exemplar to assess their partner's essays. They are supposed to check the box and write down comments on each column (8-10 minutes)</p> <p>2. Talk with their partners. Use the TAS strategies to give them evaluation, feedback</p>	<p>The task asks students to analyze the role of a writer and how he/she organizes the answer to the prompt, so students are encouraged to tell something about explanatory essays in their own words, make connections among the rubric, the exemplar and their partner's essays, and explain their reasoning and</p>

	<p>Language Arts teacher.</p>	<p>and suggestion. T-tell something good</p>	<p>understanding of the essential components</p>
<p>Audience: ✧ The target audience is your partner (today he/she is your student)</p>	<p>A- ask some questions S-give some suggestions. (10 minutes) 3.The partner might explain why he/she write it in this way or defend himself/herself. (5 minutes)</p>	<p>contained in an explanatory essay. It also allows students to use their knowledge and skills about explanatory writing in a new situation which gives them an opportunity to learn from each other.</p>	
<p>Situation: ✧ You need to use the rubric or exemplar to evaluate your partner's work, give her feedback and provide suggestion to help her/him</p>	<p>4.After sharing ideas in pairs, they might want to pick up the most effective paragraph they think their partners write to share in the group and give out their</p>	<p>When students orally explain how they judge their partner's performance and give suggestions to help them improve, their thoughts are revealed and it offers teachers a</p>	

	<p>improve her/his writing.</p>	<p>reasons. (15-20 minutes)</p>	<p>chance to find sufficient evidence about understanding or its absence.</p>
	<p>Product/Performance and Purpose:</p> <ul style="list-style-type: none"> ✧ You need to find out what the topic of the essay is and how the essay introduces a topic. ✧ You need to point out the introduction and the conclusion of your partner's writing and 		

	<p>determine whether they are good or not in which you should give out reasons or ways of improvement s. ✧ Then you need to correctly locate all supporting details in your partner's writing and help them develop</p>		
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	<p style="text-align: center;">better body paragraphs.</p>		
	<p>Standards & Criteria for Success: Your needs to ...</p> <ul style="list-style-type: none"> - Check out the box in the rubric. - Fill out the comment column and give feedback to your partner. - Orally explain how you judge your partner's performance and give suggestions to help them improve. 		

Create stronger introduction together 50-52 minutes	Adding Hooks	<p>1. recall their memory of the last lesson about the overview of informative/explanatory writing. Talk about the organizational structure of an informative writing, the function of each part or common phrase used in each part and the types of body paragraph organizer.</p> <p>2. Review the sheet about text structure, key words and graphic organizer and use the sheet to improve their</p>	<p>1. Ask students to recall their memory of the last lesson about the overview of informative/explanatory writing (5 minutes)</p> <p>Question: Yesterday we talked a lot about writing an informative essay. Can you tell me something you remember?</p> <p>2. Ask students to review the sheet about text structure, key words and graphic organizer and think about how they could use what they have written in the sheet to</p>
	<p>Begin with verbs</p> <p>Dive into...</p> <p>Wonder...</p> <p>Imagine... Marvel...</p> <p>Gaze... Stop...</p> <p>Interjection</p> <p>Unbelievable! How can...</p> <p>Stop! This information is...</p> <p>Aha! The truth is out!</p> <p>Impossible! How do...</p> <p>Ugh! Who would have thought...</p> <p>Oh my! Do you know that...</p> <p>Good grief! Is it true</p>		

	<p>that...</p> <p>Amazing! Why do...</p>	<p>introduction by</p> <p>adding hook in their</p> <p>writing.</p> <p>3. Read aloud their</p> <p>writing to their</p> <p>partners and talk</p> <p>about which category</p> <p>of hook his or her</p> <p>introduction fall into.</p> <p>And write another</p> <p>introduction and</p> <p>utilize a new strategy.</p> <p>4. Post the two</p> <p>introductions in</p> <p>responsive category</p> <p>and</p>	<p>help them create a</p> <p>better introduction.</p> <p>(13-15 minutes)</p> <p>3. asked students to</p> <p>read aloud their</p> <p>writing to their</p> <p>partners and decide</p> <p>which category of</p> <p>hook his/or her</p> <p>introduction fall into.</p> <p>Then chose another</p> <p>way to write his</p> <p>introduction. (12-15</p> <p>minutes)</p> <p>4. Collect students'</p> <p>writing and post them</p> <p>in the different</p> <p>column and ask all</p> <p>students to have a</p> <p>gallery walk to read</p>
	<p>Onomatopoeia</p> <p>Buzz!</p> <p>Twinkle!</p> <p>Boom!</p> <p>Poof!</p> <p>Cha-ching!</p> <p>Zoom!</p> <p>Sharp!</p> <p>Sizzle!</p> <p>Yuck!</p>		
	<p>Adverbs</p> <p>Typically...</p> <p>Most...</p> <p>Often...</p> <p>Oddly...</p> <p>Unfortunately, ...</p> <p>Ideally...</p>		
	<p>Sentence Frames</p>		

	<p>The important thing about... is ...</p> <p>Strange but true...</p> <p>Now everyone can...but everyone should...</p> <p>If it wasn't for ..., there'd be no...</p>		<p>what their peers have written. (15 minutes)</p>
	<p>Begin with a Question</p> <p>What if...</p> <p>Why do...</p> <p>How can...</p> <p>Where can...</p> <p>Who is...</p> <p>When is...</p> <p>How many...</p> <p>What will...</p>		
<p>If finish early</p>			

<p>Create stronger conclusion together</p>	Type of Snappy Ending:	<p>1. Review the sheet about text structure, key words and graphic organizer as well as the new sheet to improve their conclusion.</p>	<p>Ask students to review the sheet about text structure, key words and graphic organizer and think about how they could use what they have written in the sheet to help them create a better conclusion. And decide which category of hook his/or her introduction fall into. Then chose another way to write his introduction.</p>
	Ask a question:		
	End with an emotional statement:		
	End with a Quote or Dialogue:		
	End with Humor:		
	State how the reader is affected:		
	Persuade the reader:		
	State a Judgement:		
	Shock the reader:		
	Challenge the reader:		
	State a New possibility:		
	End with a fact		

	State the universal theme		
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Materials used in this lesson

4 th Grade Student Friendly Writing Checklist and Rubric		Overall Score
4: My writing shows that I'm a great 4 th grade writer		
3: My writing shows that I worked hard, but I have some areas to improve in.		
2: My writing shows that I have multiple areas to improve in.		
1: My writing needs a lot of improvement in order to be ready for 5 th grade.		
Criteria		Comment
Development of ideas	<input type="checkbox"/> I knew what type of writing the prompt ask me to do. <input type="checkbox"/> I knew what kind of information I need to include in my writing <input type="checkbox"/> I wrote about the topic based on the writing prompt. <input type="checkbox"/> I stayed on topic all throughout my writing	

	<ul style="list-style-type: none"> <input type="checkbox"/> I developed the topic with facts and details, or quotations from the text. 	
<p>Organization</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I organized my writing into paragraphs: introduction, body paragraphs, conclusion. <input type="checkbox"/> I introduced my topic ____ by saying ____. <input type="checkbox"/> I wrote a hook statement to grab my reader's attention in body paragraphs. <input type="checkbox"/> I concluded my writing by saying ____, and my conclusion is related to my topic. 	
<p>Language and word choice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I used specific language related to my topic. <input type="checkbox"/> I used 4th grade words and words related to my topic. <input type="checkbox"/> I used multiple transitions words. <input type="checkbox"/> I used meaningful language to keep the reader interested. <input type="checkbox"/> I wrote my story with an audience in mind. 	

Conventions	<input type="checkbox"/> I had correct capitalization and punctuation. <input type="checkbox"/> I tried my best spelling and looked up tricky words. <input type="checkbox"/> My sentences have correct subject-verb agreement. <input type="checkbox"/> I checked my work for errors.	
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Exemplar:

There are many things that can affect our ability to taste.

One thing mentioned in Dartha R. Simpson’s article is that if medicine or being nervous can give you a dry mouth, people will notice that the taste doesn’t register as well.

In the article, the author also mentioned that the sense of smell is also important to our tasting ability. When people get sick, they also feel the food is tasteless since there is an effect of smell on taste. Besides having a cold, the sense of smell fades slowly after about age 60. When people get old, they find food doesn’t taste as good to them.

Additionally, the attributes of food like temperature, texture, appearance, and freshness play a role in how something tastes to us. If the texture or temperature of a food is off, it probably won’t be as appealing to us. The appearance of food is also important. A look of freshness and color help make foods taste better to us.

Overall, the sense of taste is affected by our health condition, other sensory systems and

some attributes of food.

UbD Daily Planning 3

Information from UbD Stage 3 - Learning Plan, Experiences, Instruction and Learning

Activities:

Consider the **WHERE TO** elements

Activity/Timing	Lecture notes or materials	What are students doing?	What are teachers doing?
Preparation for the second explanatory writing: task 15 minutes	the Comprehensive Procedures about Writing an Explanatory Essay: 1. Properly dissect the writing prompt -what type of writing is it asking me to do? -what am I reading to find out? 2. finding facts or details in one text and across two texts to support their explanations:	Recall their memory of the last lesson about writing an introduction and ending. Talk about the different ways of writing an introduction/ending and the meaning of writing an introduction/ending.	Ask students to recall their memory of the introduction and ending they have written. Question: Yesterday

	<p>- annotate</p> <p>- create a graphic organizer or thinking map to determine their purpose for reading.</p> <p>3. Use the organizational structure of an explanatory essay:</p> <p>-introduction, body paragraphs, and the conclusion</p> <p>4. Write an introduction</p> <p>5. Use the graphic organizer to write your body paragraphs</p> <p>6. Write a conclusion</p> <p>7. Revise and Edit</p> <p>8. Publish</p>	<p>Review the last two lesson, talk about the procedure about writing an explanatory essay</p>	<p>we wrote an introduction and ending. Did you remember what you do first?"</p> <p>Have an overview of the writing process.</p> <p>Question:</p> <p>Today, we are going to write a new explanatory essay, what are you</p>
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			going to do with this assignment?
Watch the video, Water Conservation. 10 minutes		Watch the video, Water Conservation with the guiding question: Why is it important to save water?	Today, you are going to get ready to write an informative essay to answer this question: Why is it important to save water?
Discuss the question with partners 5 minutes		Discuss the question with partners	Discuss this question briefly with your

			<p>partners:</p> <p>Why is it important to save water?</p>
<p>Listen to the article: Save our Water! carefully.</p> <p>10 minutes</p>		<p>Listen to the article: Save our Water! carefully.</p> <p>Take notes for essay on the article or use organizer to cite evidence or facts from the article</p>	<p>Listen to the article: Save our Water! carefully.</p> <p>You may want to take notes for your essay on the article as you read.</p>
<p>Discuss the question with</p>		<p>Turn and talk to a partner about what</p>	<p>What can you do to</p>

<p>partners</p> <p>10 minutes</p>		<p>they could do to save water. Explain what you would do and why.</p>	<p>save water? Turn and talk to a partner about what you could do. You each have three minutes to explain what you would do and why.</p>
<p>Independently write an explanatory essay40 minutes</p>	<p>Prompts:</p> <p>You have now watch one video and read one text about water saying.</p> <p>Write an essay that explains why we should say water and what we can do to save water. Be sure to</p>	<p>Independently write an explanatory essay.</p>	

	<p>use facts and details from both the video and the text to support your explanation. Follow the conventions of standard written English.</p>		
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Artifact F Lesson Planning

Teacher: Cathy Xie	Date: Sept.27	Grade: 3rd
Subject: English Language Arts	Unit: 1C	Topic: <i>The Keeping Quilt</i> by Patricia Polacco
Standards Addressed		
Common Core State Standards/Local Standards		
<p>Reading: 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Grammar: 3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Explain the function of nouns, pronouns, verbs, <u>adjectives</u>... (comparative adjectives)</p> <p>Writing: 3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p>		

- a. Introduce a topic.
- b. Group related information together, including illustrations when needed to provide clarity to the reader.
- c. Develop the topic with facts, definitions, and details.
- d. Provide a conclusion.
- e. Use linking words and phrases to connect ideas within categories of information.
- f. Use precise language to inform about or explain the topic.
- g. Apply language standards addressed in the Foundational Literacy standards

Learning Objectives

Culminating Task:

In this unit we will explore four texts written by Patricia Polacco and discuss her beliefs, values, and life experiences. Based on the information we collect from the texts, we will write Patricia Polacco's biography.

Extended Tasks:

How do you learn about yourself, others and the world from reading, thinking and writing about text?

What are your life experience?

How can we work through a challenge and grow from that experience?

How do we use that growth to inspire/help others?

<p>Content Objective:</p> <p>Ask and answer questions to demonstrate understanding of The Keeping Quilt</p>	<p>Language Objective:</p> <p>Write an informative text to explain Patricia Polacco's culture, beliefs/value, and life experience using text evident to support ideas.</p>
<ul style="list-style-type: none"> ○ Tell 1-2 facts about the keeping quilt and demonstrate its importance to Patricia Polacco from the perspective of culture, value/beliefs or life experience. ○ Summarize what message the text conveys from the perspective of Patricia Polacco's culture, value/beliefs or life experience. ○ answer detailed questions about the text and share ideas with partners ○ Explain Patricia Polacco's culture, beliefs/value and life experience 	<ul style="list-style-type: none"> ○ Write sentences explaining what is the keeping quilt and why it is important to Patricia Polacco. ○ Tell how the context gives clues to the meaning of some unfamiliar words. ○ Write down answers for each question in complete sentences. ○ Write an introduction about Patricia Polacco's culture, beliefs/value and life experience using the tree map as an aid ○ Identify adjectives in texts, sorting words with a partner. (it is an

<p>and use text evidence to support your ideas.</p>	<p>enduring language objectives for this month)</p>	
<p>Instructional Strategies and Learning Tasks (Procedures & Timelines)</p>		
<p>Time/Focus</p>	<p>Instructional Strategies/Learning Tasks</p>	<p>Purpose/Assessment</p>
<p>Three Days - Day 1</p>		
<p>Content and language objectives statement 1 minute</p>	<p>Read to the children the content objectives for the lesson that were written on the board. “Good morning friends, today I am going to read you another book the keeping quilt (show them the book) written by PP. We will learn more about Patricia Polacco’s culture, beliefs/value and life experience and that will help us to do our culminating task at the end of this unit. And our content objectives today are 1. Tell 1-2 facts about the keeping quilt and demonstrate its importance to Patricia Polacco from the perspective of culture, value/beliefs or life experience.</p>	<p>Content objectives clearly defined and display.</p>

	<p>2. Try to summarize what message the text conveys from the perspective of Patricia Polacco’s culture, value/beliefs or life experience.</p> <p>Our language objectives are</p> <p>3. Write sentences explaining what is the keeping quilt and why it is important to Patricia Polacco.</p> <p>4. Tell how the context gives clues to the meaning of some unfamiliar words.</p>	
<p>Warm-up 14 minutes (Video: 4 minutes Questions : 10 minutes)</p>	<p>Watch the video of quilt https://www.youtube.com/watch?v=HkRkWo neKgY “Before reading the story, we will watch the video of the keeping quilt. While we are watching, I will pause several times to ask you some questions. So please pay attention.” Questions: (contingent)</p>	<p>Use the video to develop background knowledge about the text. Recall students’ memory on their own cultural practices. Make explicit link between past</p>

	<ul style="list-style-type: none"> ● Who is talking? What is the purpose of the video? ● What do you learn from the video? ● What is the keeping quilt? (Facts about the quilt. History, appearance, origin...) ● Do you think it is important to PP? (Correct answer in this context is yes, but if the student’s answer is no, no need to correct, but remind him/her the fact that the family kept the quilt for 150 years, and ask him or her questions one by one “Is there anything in your family have a long history? Do you think it is important to your family? Why they would keep a quilt for that long if the quilt is not important to PP?” ● What PP do with the quilt? <ol style="list-style-type: none"> 1. Superwoman’s cape 2. Bullring fighter’s cape 	<p>learning and new concepts. Use follow-up questions to help students distinguish different concepts- culture, beliefs/value, and life experience. Prepare students to distinguish information that respectively talk about Patricia Polacco’s culture, beliefs/value, and life experience in the following days.</p>
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	<p>3. Grandmother asked her to tell where the parts of the quilt came from, so she named the parts.</p> <p>4. Take out the quilt to the yard</p> <ul style="list-style-type: none">● Can you give me three adjectives to describe the keeping quilt? (Encourage students use adjectives they learned and also remind students what the words the author used to describe the quilt in the video. “It’s tearing. It’s shredding.”)● Can you help me decide which category (culture, beliefs/value, and life experience) the keep quilt falls into? And give me your reason. If students’ answer is tradition, but do not give a fair reason, the follow-up questions are: What do you think about tradition? Do you remember last time we come to the idea that tradition means what?	
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	<p>Do your family have anything pass down from the older generation?</p> <p>If students' answer is beliefs/value, but do not give a fair reason, the follow-up questions are:</p> <p>Do your family have faiths bearing in mind and you want to share with us? What is it? And why it is important to your family? What does it represent?</p> <p>If not, ask them whether they remembered last week Ms. Smith showed them the ring she got from her great aunt, and whether they think it is valuable to Ms. Smith. Why? Do they feel this ring is emotionally valuable to them? Why not?</p> <p>For Ms. Smith and her family, what they think is important? So, for Ms. Smith, what is her beliefs?</p> <p>If students' answer is life experience, but do not give a fair reason, the follow-up</p>	
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	<p>questions are:</p> <p>Since life experience means something happened in your life, what happened between the keeping quilt and PP?</p>	
<p>Quick-write 5 minutes</p>	<p>Now write down your answers on your notebook and we will answer this question again after we read the story to see what we can add on.</p> <p>Questions: What is the keeping quilt and why was it important?</p>	<p>To address all four dimensions of language, and prepare students to finish the following more demanding writing activities.</p>
<p>Interactive Read Aloud Part 1: Close reading 25 minutes</p>	<p>Close Reading Teacher will hold the book and read to all the kids when they are sitting on the carpet in a circle. While reading, teacher will explain words (1. The words selected are important for kids to understand the details of the story. 2. Teachers found kids unfamiliar with these words during</p>	<p>Do some research before starting the lesson, so I can use student feedback to help figure out which words would be</p>

	<p>the mini lesson.)</p> <p>“Now let’s start reading the story <i>The Keeping Quilt</i> written by Patricia Polacco. This time we will learn more about the keeping quilt and figure out why it is important to Patricia Polacco and her family. When reading the story of the quilt, we should think about what we know about the author Patricia Polacco’s culture, beliefs/value and life experience and prepare to answer some questions about the story tomorrow. Also, we will learn some new words while reading, but don’t worry, I will explain the words when we meet them in the book.”</p> <p>Haul: pull something heavy (<u>use gesture and ask students to conduct the move “hauling things”</u>)</p> <p>Wagon: a strong vehicle with four wheels (<u>point to the picture on the book</u>)</p> <p>Artificial: not real or not made of natural things.</p>	<p>difficult in the story.</p> <p>Link students prior learning experience and culture background while teaching the vocabulary. Use realia to teach abstract word “threaded”.</p>
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	<p>In this case, “artificial flowers” means fake flowers, which are not made of natural thing. So maybe they are made of plastic or fabric. <u>Can you name something in the classroom that is artificial?</u></p> <p>Shallow: not deep. If you say the river is quite shallow, you are saying that there is only a short distance from the top to the bottom.</p> <p>Babushka: a headscarf worn by Russian women. <u>(point to the picture on the book and show them the picture of a babushka on my phone)</u></p> <p>Scrap: a small piece of cloth. So, Anna’s mother is collecting scraps of clothes. <u>What does it mean? (She is collecting small pieces of cloth from their family members)</u></p> <p>Threaded: what does it mean “to keep the needle threaded”? Why people in this page are holding a needle? Can anybody tell me what a needle is? What can you do with a needle? <u>Show them a threaded needle and explain “when you</u></p>	
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	<p>thread a needle, you put a piece of thread or string through the hole in the top of the needle. So, threaded describe the status of the needle that with a thread in its hole.”</p> <p>Sabbath: a day sets aside for rest and worship for Jewish people</p> <p>Challah: a kind of white bread eaten by Jews to celebrate the Sabbath (<u>point to the picture on the book</u>)</p> <p>Do your family eat any special food to celebrate holidays in your culture?</p> <p>Linen: a kind of plant that is used to make clothes. So the linen tablecloth means your tablecloth is made from linen. We use the word linen to describe how the tablecloth is made from.</p> <p>Handkerchief: it is similar to tissues because you can use it to dry your nose or eyes, but it is a piece of cloth so you re-use it after you wash it.</p> <p>Handkie: it’s a shorten form for handkerchief.</p>	
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	<p>Huppa: in a Jewish wedding, they hold a movable canopy and the couples would stand under it. The movable canopy is called Huppa <u>(point to the picture)</u> In your culture, would you have a Huppa in the wedding ceremony? Why not?</p> <p>Bullring: Does anybody know what is a bullfight? <u>(Ask students who know something about bullfight to explain what it is)</u> Bullring is the place where a bullfight is held.</p> <p>Kulich: they ate “Kulich, a rich cake with raisins and candied fruit in it.” <u>Call students’ attention to contextual definition:</u> The phrase “a rich cake with raisins and candied fruit in it” provides a partial definition of the word “Kulich” within the context of the sentence. Do your family eat kulich? Why not? (it belongs to PP’s own culture)</p> <p>Gather: to come together and form a group. (point to the picture on the book)</p>	
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	<p>Now we have finished the story, let's think the question again:</p> <p>What is the keeping quilt and why is it important?</p> <p>(ask several students to see what they got and give students several minutes to revise or add on their answers.)</p>	
<p>Group Discussion 5 minutes</p>	<p>What do we know about Patricia Polacco's culture, value/beliefs, and life experience from this book. At least talk about one thing from one perspective.</p> <p>Paraphrase: For example, talk about one thing about Patricia Polacco's culture that we learned from the book. Or talk about one thing about Patricia Polacco's value/beliefs that we learned from the book. Or talk about her life experience.</p>	<p>Refer to the content objective and orally assess students' understanding of the gist of the story. Prepare them toward the quick write activities.</p>

	<p>Think the question individually and shared your ideas in your groups.</p>	
<p>Quick-write</p> <p>Share out</p> <p>5 minutes</p>	<p>Write down what you think the message is (one complete sentence) and share it within the group.</p> <p>If students fail to write down a complete sentence, explain what a complete sentence means, give examples to let students tell whether they are complete or not.</p> <p>If some of the students are confused about what to write, we can provide the class some sentence starters to help them write down their thoughts.</p> <p>Sentence starts</p> <p>According to the book The Keeping Quilt, we learned..., which is a part of Patricia Polacco's</p> <p>The book The Keeping Quilt tells us something</p>	<p>Refer to the content objective and assess students' understanding of the gist of the story.</p> <p>Prepare them toward the more demanding writing activities</p>

	<p>about Patricia Polacco's...</p> <p>The book <i>The Keeping Quilt</i> conveys a message about Patricia Polacco's..., which is ...</p>	
<p>Three Days - Day 2</p>		
<p>Review time</p>	<p>Recall students' memory on yesterday's lesson.</p> <p>Can anyone tell me what we did as a whole group?</p>	
<p>Recall 1 minutes</p>	<p>Give students word cards about yesterday's</p>	
<p>Taboo games</p>	<p>vocabulary and play the taboo games (Appendix C).</p>	
<p>8 minutes</p>	<ol style="list-style-type: none"> 1. Students take turns to choose a card and have other group members guess the word on the player's card without using the word itself or three additional words listed on the card. 2. They can use their home language, but cannot use the translation of the word itself 	

or translations of three additional words listed on the card. (Appendix A)

3. Drawing pictures and/using gestures to communicate when words do not come to mind.

Haul	Artificial	Shallow	Babushka
Scrap	Threaded	Sabbath	Challah
Linen	Handkerchief	Handkie	Huppa
Bullring	Kulich	Gather	

Sort words

Pick up one words and chose One Colum you believe it belongs to, and explain why (how the word is used in the text).

	Noun	Adjective	Verb	
Content and language objectives statement 1 minute				
Shared Reading Think-pair-share instructions Modeling 5 minutes Workshee				
<p>Content and language objectives statement 1 minute</p>				
<p>Shared Reading Think-pair-share instructions Modeling 5 minutes Workshee</p>				

<p>t Part 1 times</p> <p>35</p> <p>minutes</p>	<p>partner have no ideas of the question, you can pick one piece of folded sticker from the hint boxes marked with question numbers hanging at your group table and return it back to the exact box you get it. Each question has one to three hints. You and your pair only have 3 chances to go to the hint boxes.</p> <p>3. write down the best answer that you and your partner both agree. If you and partner cannot agree on the answer after the three-minute discussion, you can write down the two answers you and your partner get. (write down the instructions on the board and explain it to the class)”</p> <p>Modeling: instructions for the think-pair-share activity</p> <p>“Before we start the task, can anybody tell me the rules for the think-pair share activity?”</p>	
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	<p>After students recall the rules for think-pair-share activity, read through the rules on the poster and explain what each rule means. Use examples to ask student to judge whether it is appropriate or not.</p> <p>(Students learned how to conduct think-pair share activities a few weeks ago, but the instruction was orally given, I think a poster with written instruction would be more helpful)</p>	
	<p>Poster:</p> <p>We listen to each other.</p> <p>We share our own ideas related to the questions and explain them.</p> <p>We ask why and how if the questions are not explained clearly.</p> <p>We respect one another' s ideas, even if they are different.</p> <p>We use the sentence starters from the walls of the classroom</p>	

	<p>Question on the worksheet (Appendix B):</p> <p>Page 2: Where were some similarities and differences between New York City and back home in Russia? How do you know?</p> <p>Page 3: How did Ana's adjustments to school in New York City compare to any experiences that you might have in an unfamiliar place?</p> <p>Page 5: Why do you think her babushka have so much importance in her life? Why (Are there other things that might remind Ana of home?)</p> <p>Page 9: How did the babushka play a role in Anna and Great-Grandpa Sasha's relationship?</p> <p>Page 11: How might the gold for wealth, the flower for love, and the salt so that their lives would have flavor...? what does it mean?</p> <p>Page 15: Can you compare Carle's wedding to Anna's wedding? What are the similarities and differences?</p> <p>If students have difficult to compare things,</p>	
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	<p>several sentence starters could be provided:</p> <p>Page 15 Why does Carle’s wedding bouquet have gold, bread and salt? In your culture, will there be a wedding bouquet in the wedding ceremony?</p> <p>Page 22: Now how is Mary Ellen’s wedding different from Anna’s and Carle’s? How is it the same?</p> <p>Page 25: What is the significance of Mama telling Patricia about the quilt?</p> <p>Last page: Is the quilt always used during happy times in the family? How do we know?</p> <p>Last page: Predict what will happen with Tracy Denise and the quilt?</p> <p>Create your own question and ask your partner to answer it and use the information from the book to support his/her explanation!</p>	
<p>Revise time</p>	<p>Divided students into three big groups and pick up several students’ work sheet to</p>	

10 minutes	demonstrate how they answer the questions and ask the help from the group to make it better.	
Three days – Day 3		
Content and language objectives statement 1 minutes	<ol style="list-style-type: none"> 1. Explain Patricia Polacco’s culture, beliefs/value and life experience and use text evidence to support your ideas. 2. Write an introduction about Patricia Polacco’s culture, beliefs/value and life experience using the tree map as an aid 	
Workshee t part 2 Time 10 minutes	<p>If you are going to write an introduction about Patricia Polacco’s culture, beliefs/value and life experience, what are the things you think people who haven’t seen Patricia Polacco’s books would want to know.</p> <p>You can look back at the text, worksheet or notebook to see what we learned about Patricia Polacco’s culture, beliefs/value and life experience.</p>	

	For each category, write down two things in complete sentences and mark the page where you find the information.	
Think-pair -share 5 minutes	After their individual work, students shared their answers with pair, discuss with each other and decide the three most salient things for each category.	
Small group discussion time 9 minutes	Divided students into three groups, share the pair's ideas and decide the two most salient things for each category.	
Whole Group instruction 5 minutes	Ask the groups to share their ideas and decide the two most salient things to adding to Tree Map. Tree Map throughout the unit: Culture (What is important to her and her family), Beliefs & Values (what does she think?), Life Experiences (what did she do, what does this tell us about PP, interactions with others)	

Topic Authors Write About

Culture	Belief/Value	Life experience
What makes your family and community special?	What is important to you? What do you believe in?	What happen to you?
Food		
Music		
Traditions -pass down		
Clothing		
Language		

Culture

Grandma from Russia – Ukraine, Byelorussia
 Family was poor
 Fire-talk tradition
 Going on an adventure to find a bee tree
 Putting honey on a book
 Different names or phrases when speaking
 Family loves reading
 Honey on a book means you're going to learn how to read
 Chicken Sundays- even when Miss Eula is gone
 Pysanky eggs
 Babushka

	<p>Belief/Value</p> <p>Different beliefs within her household</p> <p>Multicultural books give experiences and understanding we won't otherwise have</p> <p>Doesn't matter how we are packaged on the outside, we are the same inside</p> <p>Adventure in books doesn't come easily, you have to pursue the knowledge</p> <p>Everyone is different and that's good</p> <p>Knowledge is sweet, but you have to chase it</p> <p>Gift to show how important someone is</p> <p>Want people to know she is a good person</p> <p>Family is important</p> <p>Keeping quilt is valuable for her family</p> <p>Prayers for sabbath -religion</p> <p>Keep family close to them</p>	

Life experience

Teacher had her stay after school and worked her how to read

Chased bees to the bee tree

Never complained about reading again

Trisha learned how to read

Moved from Michigan to California

Trisha was teased for not knowing how to read

Accused of something she didn't do

Last a family member

Earning money to buy a gift

Moving from Russia to America

Having babies

Weddings

<p>Writing time 30 minutes</p>	<p>Now you are going to write an introduction about Patricia Polacco’s culture, beliefs/value and life experience. You can choose two things from each category on the Tree Map to write or other things from what we watch and read this week about PP that are not included in the Tree Map. Ensure you write down from which texts or videos you get the information about PP’s culture, beliefs/value and life experience.</p> <p>Remind students the writing conventions of standard English grammar and usage, including capitalization and punctuation</p> <p>Ask students proofread their writing before they turn it in.</p>	
<p><input type="checkbox"/> Learning</p>	<p>Students might not automatically apply the learning strategies below, but the learning activities designed provide occasions that are</p>	

Strategies		suitable for students to leverage on these strategies.		
<p>Cognitive Learning Strategies</p> <ul style="list-style-type: none"> ○ Consciously making connections between personal experiences, beliefs, and feelings and what is learned while reading ○ Establishing a purpose for reading ○ Rereading to aid comprehension ○ Mapping information or using a graphic organizer <p>Metacognitive Learning Strategies</p> <ul style="list-style-type: none"> ○ Evaluating and determining importance ○ Generating questions and using the questions to guide comprehension <p>Language Learning Strategies</p> <ul style="list-style-type: none"> ○ Purposefully grouping and labeling words ○ Drawing pictures and/or using gestures to communicate when words do not come to mind 				
<input type="checkbox"/> Key Vocabulary				
Haul	Artificial	Shallow	Babushka	
Scrap	Threaded	Sabbath	Challah	

Linen	Handkerchief	Handkie	Huppa	
Bullring	Kulich	Gather		

Materials and Resources

Patricia Polacco *The Keeping Quilt*

The text has been chosen while considering learners' English language proficiency levels and grade level. The Keeping Quilt is characterized at a Guided Reading M level for Grades 3-5.

It talks about family tradition as the keeping quilt made from an immigrant daughter's out grown babushka, is passed down through the generations, making appearances at many important events. Students might have the background knowledge to understand the story which introduces generations of a family who came to the United States from other country. The beautiful pictures inside help students understand the story. Additionally, there are videos resource made by the author that will help students better know the author and the story.

The mini-lesson conducted before this lesson helps the teacher identify possible unfamiliar words among ELL students, and these words are covered during reading out activity.

☐ Connections: Prior Knowledge/Building Background/Prior Learning

- What worked and for whom? Why?
- What didn't work and for whom? Why?
- What are instructional next steps based on the data from this plan?

Rationale:

1. How does this lesson align with the CLT approach?

As stated in Brown's book (2015), communicative language teaching approach has six characteristics: teaching goals intertwining language form and function, instructions designed for meaningful purposes, communicative techniques with fluency and accuracy as two complementary principles, future applications in unrehearsed contexts, student-centered learning, and teachers' role as facilitators. First, this lesson plan develops students' informative writing skills step by step by providing students opportunities to shift spoken language to written language several times. During this process, students explore the distinction of language form and function between different genres. Sentence starters are given if needed. Second, when students are participating in the pair, group, and whole class discussion, fluency is more focused on due to the fact that these kinds of activities are designed to keep student meaningfully engaged in language use. When students are individually working on their writing, accuracy is more focused, because they

are required to focus on writing conventions of standard English grammar and usage. Fourth, although future applications are not demonstrated in the learning activities, but they could be pointed out explicitly by adding the extended task (listed next to the culminating task) after students finished the culminating task. Also, the design of culminating task could be generalized by asking students independently write an author's biography. Fifth, a variety of questions and tasks are designed in sequence to help students gradually build up their learning strategy and self-efficacy (Chamot & O'Malley, 1996). For example, students are first been asked to answer questions in whole group with verbal scaffolding that elicits more thinking and recalls prior experiences, and then they are required to discuss test questions and open-ended questions in pair with activity modeling and hints boxes. At the end, they design their own questions to test their pair's understanding of the text. Sixth, during the worksheet discussion and pre-writing discussion, the teacher provide contingent assistants and students are encouraged to construct meaning through interaction with others. During this process, the teacher is not the only resource for students, and students utilize learning strategy and peer-support to finish tasks.

2. To what extent are the content and language objectives clear and productive in helping students learn? Which features of communicative competence can learners develop in this lesson? How?

The major content objective of the three-day lesson is to ask and answer questions

to demonstrate understanding of a text, and the major language objective is to write an informative text to explain Patricia Polacco's culture, beliefs/value, and life experience using text evident to support ideas. According to SIOP, acquiring a second language is a process, so the major language objective in this lesson plan cover a range from process-oriented to performance-oriented statement over time. And it is also broken in to three days' sub-objectives to lead instruction of each day. During the three-day instruction, the five aspects of language competence is touched upon. First, key words of the text are explicitly taught. They are introduced when students are listening to the story. The teacher emphasized that students can use the context to understand the meaning of a word and encourage students to use the context to guess the meaning of the word. When students are playing taboo game, they are using lexicon knowledge from English and their first language since they might negotiate the word meaning by using the synonyms, antonyms, gestures, collocations, and part of speech (Celce-Murcia, 1995). Sorting words ask them to practice how to identify the part of speech of a word using the context, which might be conducive to building up students' syntax knowledge (Savignon,2001). Third, the lesson designs detailed information questions for students to discuss in pair, during which actional competence is building. Students are required to properly react to their partners' speech: showing attention or disagreement, ask for clarification, and explaining ideas (Celce-Murcia,1995). Fourth, students are asked to practice shifting between spoken and written texts, which is related to the development of formal schemata (Celce-Murcia,

1995). All the writing tasks are based on oral discussion. Although during this process, they might not be able to use the structure of two types of texts perfectly, with the practice time increase, and with one focus to improve each time (this time is to write down complete sentences instead of fragment phrases that we might use in oral language), they might gradually develop their discourse competence. Fifth, strategic competence is developed when students are cooperatively finding the answers of detailed information questions and playing taboo game by using verbal plans to compensate for not knowing a vocabulary item (Celce-Murcia, 1995).

3. How does the lesson plan set up environments, questions, and tasks that have strong potential for engaging learners in meaningful, rigorous higher-order thinking as they develop academic language skills?

Adopting from the Reciprocal teaching and SQP2RS (“Squeepers”)(SIOP, 2013), the whole lesson includes five part: building background, comprehensible input, questioning, clarifying and summarizing. First, students are introduced to the story by watching a video made by the author about the quilt. During this section, questions are designed to check students’ understanding of video, make connections to their prior knowledge and experiences, and notice the language objectives of this month: identify adjectives in texts. Second, the teacher read through the story and explain unfamiliar words while reading. Questions designed for this part is aiming to check students’ understanding of the meaning of key words and notice strategy students can use to guess the meaning of the

words. Third, students work in pair to answer the questions about the story and create their own questions. During this process, the teacher serves as a facilitator and students need to construct the answer together based on their comprehension and interpretation of the story, which there might not be an “correct” answer. Creating their own questions to test their partners’ understanding of the story might be characterized as one of the highest levels of educational objectives according to Bloom’s Taxonomy. Fourth, in this part, students are required to clarify what information in the text could serve as evidence to explain the author’s culture, beliefs/value, and life experience. During this process, they recall what message the text conveys and classify the information. Fifth, students are required to choose two most salient things the text talks for each perspective, so students have to evaluate and determine importance among all the things they collect.

4. How does the lesson allow for opportunities for investigating, activating, bridging, and building background knowledge?

First, the text chosen for this lesson is an intriguing topic referring to the history of an immigrant family, which might be an interesting topic for students to learn. Second, the lesson purposefully designs questions and instructions that encourage students to leverage their background knowledge while there are learning the new content and vocabulary. For example, when students are asked to answer the question whether the keeping quilt is important to the author, and his/her answer is no, following questions would ask her to think whether there is anything in their family have a long history,

whether it is important to their family and whether people in their family would keep something for that long if it is not important to them. The contingent follow-up questions make connections between students' personal experiences and what is learned in the video. Third, students' background knowledge is activated while playing taboo games, during which they recall what the meaning of the word is, how the word can be used, and how to describe the word effectively so their partners can guess the meaning. They might use their knowledge in English and Spanish, or gestures and drawing.

5. How are you implementing principles discussed in the WIDA booklet, such as differentiation for students of varying English language proficiency?

The teacher might keep an eye on students with low English language proficiency identified by the WIDA standard. Paraphrase the questions or instruction and give out sentence starters if they are stuck during the discussion or the writing activity. Using the WIDA standard, the teacher uses the WIDA observation protocol to assess several students' oral performance during the discussion and gives them individual feedback emphasizing on areas needed to further develop and suggestions for students to follow for the next discussion. The WIDA standard can also be used to assess students' writing work. The teacher gives out individual feedback for the whole class and give out suggestions for students to follow for the next writing based on their current level.

6. How are activities in the lesson plan sequenced and designed to scaffold tasks that challenge students to develop new disciplinary and linguistic skills?

Drawing attention to students' prior knowledge and experiences, the lesson plan includes review session, questions to make explicit links to what they have learned, and word game requiring memory retrieval and knowledge from L1. Also, the overall learning objectives and sub-objectives for each day are displayed at the beginning of the class and are restated during the class, which explicitly signals what will follow and provides an orientation for new learning and new language (Hammond, J & Gibbons, P., 2005). As mentioned above, to facilitate students' informative essay writing skills step by step, the sequencing of activities starts with one sentence writing and moves to several sentences writing and go further to whole passage writing, which provides students with supports to overcome the fear of writing. The merit of responsiveness in classroom (asking contingent questions, giving more prompts, etc.) are stated in many papers (Daniel et al., 2015; Aukerman,2018; Grifenhagen, J. F., Barnes, E. M., Collins, M. F., & Dickinson, D. K.,2016), which can allow for more exploratory talk. Many questions designed in the warm-up activity are following with contingent questions that might elicit more talking from the students and further their thinking. Overall, instead of simplify the curriculum, the teacher thinks ahead of the additional explanation, additional questions, modeling on activity instructions and hints for reading comprehension that students might need to achieve the learning objectives.

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Appendix A

Taboo Games

Haul Heavy Pull move	Artificial Not real Fake Not natural
Shallow Not deep Water distance	Babushka Clothing Women Russian
Scrap Small piece Clothes Paper	Threaded Needle Sew cloth
Sabbath Worship Religion Rest	Challah Bread Sabbath Jews
Linen Plant	Handkerchief Tissue

Clothes Sheet	Cloth wash
Bullring Bullfight Spanish Vaqueros	Kulich Cake Sweet desert
Huppa Wedding Russian Couple	Gather Come together Group meeting

Appendix B

Questions Worksheet

<p>Q1: Where were some similarities and differences between New York City and back home in Russia? How do you know?</p> <p>Hint: Page 2</p>	<p>Q2: How did Ana's adjustments to school in New York City compare to any experiences that you might have in an unfamiliar place?</p> <p>Hint: Page 3</p> <p>How did Ana feel about her experience at school in New York City? Did she enjoy it?</p> <p>Would you enjoy going to a school where everyone speaks a language you don't know at all?</p>
<p>Q3: Do you think Anna's babushka are important in her life? Why?</p> <p>Hint: Page 5</p>	<p>Q4: How did the babushka play a role in Anna and Great-Grandpa Sasha's relationship?</p> <p>Hint: Page 9</p>

<p>Where did Anna bring her babushka? What did her babushka remind her of?</p>	<p>What was is used for in Anna and Great-Grandpa's wedding?</p>
<p>Q5: How might the gold for wealth, the flower for love, and the salt so that their lives would have flavor...? What does it mean?</p> <p>Hint: Page 11</p> <p>Do you notice that doves are used as a sign of</p>	<p>Q6: Can you compare Carle's wedding to Anna's wedding?</p> <p>What are the similarities and differences?</p> <p>Hint: Page 15</p> <p>The main differences between Carle's wedding</p>

<p>peace while raven are identified with a bad omen since they feed on corpses in this country? So in Patricia Polacco's culture...</p>	<p>and Anna's wedding is...</p>
<p>Q7: why does Carle's wedding bouquet have gold, bread and salt?</p> <p>Hint: Page 15</p> <p>In your culture, will there be a wedding bouquet in the wedding ceremony?</p>	<p>Q8: Now how is Mary Ellen's wedding different from Anna's and Carle's? How is it the same?</p> <p>Hint: Page 22</p> <p>The main differences between Carle's wedding and Anna's wedding is...</p>

<p>Q9: What is the significance of Mama telling Patricia about the quilt?</p> <p>Hint: Page 25</p>	<p>Q10: Is the quilt always used during happy times in the family?</p> <p>How do we know?</p> <p>Hint: Last page</p>

<p>Q11: Predict what will happen with Tracy Denise and the quilt?</p> <p>Hint: Last page</p>	<p>Q12: Create your own question and ask your partner to answer it and use the information from the book to support his/her explanation!</p>

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Appendix C

Sentence starters for think-pair-share:
I think that
I agree with you because
Let's get back to the topic
I would like to find out
This makes me wonder
I disagree with you because
Let's agree to disagree
What do you think?
One thing I would like to add
I am confused by
One question I have is
How do you know
One thing I noticed

Appendix D

Tree Map

If you are going to write a book about Patricia Polacco about her culture, beliefs/value and life experience, what are the things you think your readers would want to know.

You can look back at the text or worksheet part 1 to see what we learned about Patricia Polacco's culture, beliefs/value and life experience.

For each category, write down two things in complete sentences.

Culture	Beliefs/value	Life experience

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