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edTPA: A Performance Based Assessment in the Classroom

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TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (no more than 4 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
   
   Elementary school: __X____
   Middle school: ________
   Other (please describe): ________

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)
   
   City: ________
   Suburb: ________
   Town: __X____
   Rural: ________

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
   
   Leveled small group instruction, literacy coordinator individual student pull-out.

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.
   
   The school requires P.L.C. meetings (Professional Learning Community), that are held once a week regarding specific students, and their strengths and weaknesses among that grade level. Intervention and Enrichment (I.E.) groups allow students among the same grade level to be split up into smaller groups, and receive additional literacy instruction.

About the Class Featured in this Learning Segment

1. How much time is devoted each day to literacy instruction in your classroom?

   Approximately 3.5 hours a day is devoted to literacy instruction within my classroom, including reading (read aloud, individually, small groups, etc.), writing, and language (typing, spelling, etc.)

2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

   ________________________________

1 If you need guidance when making a selection, reference the NCES locale category definitions (https://nces.ed.gov/surveys/rural/ed/definitions.asp) or consult with your placement school administrator.
Ability and interest grouping is taken into consideration, as students are grouped within reading groups according to their level, and furthermore able to choose books within that level that they are interested in.

3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

Daily 5 and Café are two instructional programs primarily used for literacy instruction. The Daily 5 focusing on reading aloud, reading to self, and listening to reading; café concentrating on comprehension, accuracy, fluency and expanding vocabulary.

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

Within this classroom, the electronic whiteboard (SMART board), classroom library, and ladders texts (specifically for vocabulary) will be used for literacy instruction.

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):
   4

2. Number of
   - students in the class: __19___
   - males: __9___ females: __10___

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

   Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

   For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.2

<table>
<thead>
<tr>
<th>IEPs/504 Plans: Classifications/Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmentally Delayed</td>
<td>1</td>
<td>One-on-one paraprofessional, diapers and leg braces</td>
</tr>
<tr>
<td>Seizures</td>
<td>1</td>
<td>Resting</td>
</tr>
</tbody>
</table>

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2 California candidates—if you do not have any English language learners, select a student who is challenged by academic English.
### Students with Specific Language Needs

<table>
<thead>
<tr>
<th>Language Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Students with Other Learning Needs

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggling readers</td>
<td>2</td>
<td>Leveled text, targeted guided reading groups, continual running records, reading recovery.</td>
</tr>
<tr>
<td>Struggling math students</td>
<td>2</td>
<td>Math recovery, focus on number structure.</td>
</tr>
</tbody>
</table>
Overview: Pre-Assessment and Read-Aloud Lesson 1

Materials:
- Youtube video: Music of the Plains Indians [https://www.youtube.com/watch?v=yeC542aOlzM](https://www.youtube.com/watch?v=yeC542aOlzM)
- Student Survey (1 per student)
- Powerpoint introducing Plains Indian Tribes (Cheyenne, Shoshone, Utes, Crow, and Arapaho)
- Student writing journals
- Book: *The Gift of the Sacred Dog* (Goble, 1980)

Big Ideas / Essential Questions:
- Who are the Plains Indians and what tribes lived in Wyoming in the 1800’s?
- What similarities and differences do you notice among the different tribes?
- What role did horses and buffalo play in the lives of Plains Indians?

Content Objectives:
- By the end of the lesson, students will be able to identify the five tribes of Plains Indians that lived in Wyoming
- By the end of the lesson students will be able to compare and contrast the five Plains Indians tribes
- By the end of the lesson, students can articulate through writing or speaking the importance of the horse and buffalo, and identify that the Plains Indians lived a nomadic lifestyle

Academic Language Objectives:
- Content specific vocabulary: culture, nomadic lifestyle, buffalo, sacred dog, legend
- Language format demands: speaking, listening, reading and writing

Standards:
- D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments
- D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.
- CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text
- CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection and research

Introduction:
1. Teacher will introduce lesson as Plains Indians, and state objectives out loud while also being projected for students to see.
2. Before hooking student’s interest for lesson, teacher will explain students need to listen to the music without talking, and think about what they are hearing.
3. Teacher will play music unique to the Plains Indians in order to serve as an interesting hook for the unit and gain students attention to stimulate their interest for the lesson.

Procedure:
Hook: While students are sitting quietly in their desks, teacher explains they are going to play some music, and students must be quiet and listen while working on handout (questions 1-8). Teacher passes out student survey and instructs students to answer questions 1-8 quietly and on their own. Teacher plays Plains Indian music clip from YouTube (link above).
Lesson opening: After music is over and questions 1-8 are answered, students will have a discussion over answers 5 and 6.
Transition: Teacher explains they will be learning about the Plains Indians; state and show objectives to students.
Body: After discussing, students will direct their attention to the board, where PowerPoint will be presented. Teacher will then present PowerPoint, explaining each slide with the tribe name and a brief introduction of the tribes, students will write down the information in their journals and ask questions if needed. Once PowerPoint is finished, teacher will read excerpt “Hunting Before Horses” from *Wyoming Crossroads of a Continent* to introduce the topic to students.
When finished, teacher will hold up book *The Gift of the Sacred Dog* and ask students to study the cover. Teacher will prompt questions including:
What do you think this book might be about? Why do you think that?
What do you know about the topic of this book or how might it relate to what we are studying?
Wha are you wondering about as you look at the cover of this book?
Ideas will be discussed, teacher will then read the book out loud, stopping at marked pages to ask questions (i.e. What might happen next? What is the sacred dog? Retouch on questions discussed before reading.) Teacher will also explain vocabulary
words as they appear throughout the book (i.e. legend, nomadic lifestyle, buffalo, sacred dog) and students must say the words out loud. When vocab words appear again, teacher must bring students attention to it if they have not already done so on their own.

**Lesson Closure:** After finishing the read-aloud, conduct a classroom discussion over the book. *What can we learn from this book about the Plains Indians?* Discuss the nomadic lifestyle the Plains Indians lived, and importance of the buffalo and the horse. Ask students to recall the names of the six Indian tribes. Ask students if they have any further questions. Students will fill out what they know and want to know on chart at bottom of handout, teacher will go around to pick them up when they are finished.

**Accommodations and Differentiation:** Explain how you will modify your instruction, provide different resources, and assess differently so that your instruction is accessible to all learners in the classroom.
- One-on-one paraprofessionals (help write for student, read to student, or keep on task). Visual or hearing impairments (teacher use microphone, show pictures in addition to music, student sit at front of class).
- Students that get done earlier may be asked to make connections to the text or music.
- Explain to students that each culture differs in practices, which is what makes them unique. Give examples of others to ensure students feel welcome.

**Extension/Enrichment:**
Lesson will be used as a hook/pre-assessment for an entire unit (5 lessons)

**Clean-up:** Teacher will walk around to pickup student surveys at completion of lesson.

**Assessment/Evaluation:**
In lesson 1, students will be assessed (pass/fail) through participation. Student survey must be completed (each question answered) and students must participate in discussion with class over the tribes and review of the book.

**Closure:** While picking up papers, teacher will explain they will be able to read texts learn at primary sources to study like historians.
Overview: Lesson 2: Begin exploring practices and rituals among the tribes (shelter and food)

Materials:
- Pictures of Plains Indians in Wyoming
- “The Tipi” handout (1 per student)
- *Spring Waters Gathering Places* (DeYonge, 2000) (1 per student)

Big Ideas / Essential Questions:
- Review: Who are the Plains Indians and what tribes lived in Wyoming in the 1800’s?
- What did the Plains Indians eat?
- What did the Plains Indians use for shelter?

Content Objectives:
- By the end of the lesson, students will be able to review and name the five tribes of Plains Indians that lived in Wyoming
- Students can identify characteristics of shelter for the Plains Indians
- Students can identify characteristics of food for the Plains Indians
- Students can begin to read historical images using the OPAL approach

Academic Language Objectives:
- Content specific vocabulary: culture, buffalo, hunt, tipi
- Language format demands: speaking, listening, reading and writing

Standards:
- D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments
- D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.
- CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection and research
- CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text
- CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
- CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text in which it appears

Introduction:
1. Students will review the names of the Plains Indians tribes they learned in the last lesson
2. Teacher will ask students to recall any specific information regarding these tribes

Procedure:
**Hook:** Teacher explains they will be looking at the food the Plains Indians ate, and what they used for shelter. On the board, individual cut out pictures used as primary sources will be displayed in no particular order. Students will get a chance to look at the pictures, and teacher will call on individual students to move pictures where they believe they fit under the appropriate heading on the board (i.e. picture of a tipi would go under the heading shelter, picture of fish would go under the heading food).

**Lesson opening:** Teacher will state which pictures were placed where, students will get a chance to explain their placement if they want.

**Transition:** Teacher explains that historians carefully read not only pieces of texts but pictures too; using an approach called OPAL, the description will be written on the board near the pictures so students can see. (O-objects and animals: What objects do you see in the picture? Identify all of them. P-people: describe the people you see in the picture. What are they wearing? Can you tell how old they are? How many people do you see? A-actions: Describe the different actions you see in the picture. L-location: What can you say about the location in the picture?)

**Body:** After introducing the idea of OPAL, teacher will model the OPAL strategy, focusing on the pictures that were listed under shelter. Students will then get a chance to do the same for images under food. As students are doing this, teacher will pass out the Tipi reading. When students are finished analyzing the images on the board, teacher will direct their attention to the handout, and proceed to engage them in a close reading of the informational text regarding shelter. Teacher will pause to ask guiding questions that lead students back to the text, and students may take notes if they want. (Examples of questions: *Was the buffalo a crucial resource in regards to the Plains Indians shelter as well?* *How?* *If the women were in charge of the tipis, what did the men do?*
Lesson Closure: When finished, students will get their Spring Waters Gathering Places books, and read Native Americans: The Cheyenne with their elbow partner. When finished reading, students must write 3-5 sentences in their journals about the importance of the horse and buffalo, and/or the food, or shelter used by the Plains Indians.

Accommodations and Differentiation: Explain how you will modify your instruction, provide different resources, and assess differently so that your instruction is accessible to all learners in the classroom.
- One-on-one paraprofessionals (help write for student, or read silently to them).
- Visual or hearing impairments (teacher use microphone, student sit at front of class).
- Students that get done writing may share their writing with another partner who is finished.
- Advanced students may practice the OPAL approach on other images in their books, or on the board.

Extension/Enrichment:
Lesson will continue within the one that precedes it, and will focus on other practices and rituals among the tribes.

Clean Up/Closure:
Students will leave journal on their desk for teacher to read; once teacher has read it, student may put the journal away and prepare for next task.

Assessment/Evaluation:
In lesson 2, students will be assessed through participation in writing.
No sentences in journal= inadequate
1-2 Sentences= needs improvement
3-4 Sentences= meets expectations
5+ sentences= exceeds expectations
Overview: Lesson 3: Continue exploring practices and rituals among the tribes (clothing and art)

Materials:
- Pictures of Plains Indians in Wyoming
- “Everyday Art” handout (1 per student)
- Pause to Predict bookmarks
- Book: Wyoming Crossroads of a Continent (Parkin, 2005)

Big Ideas / Essential Questions:
- Review: What did the Plains Indians eat and use for shelter?
- What did the Plains Indians use for clothing?
- What kind of art did the Plains Indians create?

Content Objectives:
- By the end of the lesson, students will be able to articulate in classroom discussion what the Plains Indians ate and explain their form of shelter
- Students can read historical images using the OPAL approach
- Students can identify characteristics of art for the Plains Indians
- Students can identify characteristics of clothing of the Plains Indians
- Students can begin to identify purposes of headings in informational texts and use headings to understand informational texts

Academic Language Objectives:
- Content specific vocabulary: culture, buffalo, featherwork, cradleboards, beadwork, tanning hides, dressing furs
- Language format demands: heading, informational text, speaking, listening, reading and writing

Standards:
- D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments
- D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.
- CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text
- CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text
- CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text in which it appears
- CCSS.ELA-Literacy.W.4.1.B Provide reasons that are supported by facts and details
- CCSS.ELA-Literacy.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic

Introduction:
1. Students will be called on to share some of the sentences they wrote in the last lesson, regarding the importance of the buffalo and/or the food and shelter used by the Plains Indians

Procedure:
Hook: Teacher explains they will be looking at the art created by the Plains Indians and what they wore for clothing. On the board, individual cut out pictures used as primary sources will be displayed in no particular order. Students will get a chance to look at the pictures, and teacher will call on individual students to move pictures where they believe they fit under the appropriate heading on the board (i.e. picture of a cradleboard would go under the heading art, picture of buffalo hide could go under the heading clothing).

Lesson opening: Teacher will state which pictures were placed where, students that placed pictures in given spots will explain why they placed them there, using the OPAL approach taught in last lesson.

Transition: Teacher introduces the genre informational texts. Teacher explains that they saw an informational text in last lesson regarding the tipi. Teacher models how to read an informational text by reading aloud sections from the Wyoming Crossroads of a Continent text. Teacher reads heading titled: “Work at Camp”, and shows this part to students. Teacher explains to students that “Headings are similar to road signs in that the author is using them to signal what each part is about. You can use them to predict what you are going to read about in the upcoming section. For example, I think this passage might be about the jobs that the Plains Indians were expected to do during the time they lived at camp, due to the title.” After reading the highlighted portion of the passage, teacher will stop at the picture and read the caption to students and explain that
Introducing guided practice, teacher will move onto the next passage in the book titled “More Work Begins”. Here, teacher will display the heading and write it on the board. Students will be able to work in pairs to create an overall prediction about what this might be about, and what it has in common with the last heading. While students are working with partners teacher will pass out Pause to Predict bookmarks and “Everyday Art” handouts. When finished, class discussion will occur over what students predicted the heading to be about. Next, teacher will direct students attention to the handouts they just received, and explain that they are to read the “Everyday Art” reading silently, and every time they come to a heading within the reading, they can use the bookmark to write down the heading, and pause to predict what the next section might be about. **Lesson Closure:** When finished, students will turn their Pause to Predict bookmarks into the teacher, and get ready for next lesson.

**Accommodations and Differentiation:** Explain how you will modify your instruction, provide different resources, and assess differently so that your instruction is accessible to all learners in the classroom.

- One-on-one paraprofessionals (help write for student, or read silently to them).
- Visual or hearing impairments (teacher use microphone, student sit at front of class, extra copy of books that teacher is modeling from, for students at desk).
- Students that get done early will have extra time to review their Pause to Predict bookmarks, checking for the following things: Was the text what they expected? Was their prediction right (mark with a +) or was it wrong (mark with a ~)? What in the text made them think that?

**Extension/Enrichment:**
Lesson will continue within the one that precedes it, and will focus on other practices and rituals among the tribes.

**Clean Up/Closure:**
Students will turn their bookmarks into the teacher for her to assess.

**Assessment/Evaluation:**
In lesson 3, students will be assessed through completion of the Pause to Predict bookmark.

- No parts of the bookmark completed= inadequate
- 1 part completed= needs improvement
- 3 parts completed = meets expectations
- 3 parts plus the introduction= exceeds expectations
**Overview:** Lesson 4: Powerful words regarding the Plains Indians

**Materials:**
- Book: *The Gift of the Sacred Dog* (Goble, 1980)
- “The Tipi” handout (1 per student)
- “Everyday Art” handout (1 per student)

**Big Ideas / Essential Questions:**
- What are words frequently associated with the Plains Indians?
- What are the meanings of the words that are frequently associated with the Plains Indians?

**Content Objectives:**
- Students will be able to relate vocabulary recently learned to prior knowledge
- Students will be able to demonstrate their knowledge of vocabulary words relating to the Plains Indians

**Academic Language Objectives:**
- Content specific vocabulary: culture, nomadic lifestyle, sacred dog, legend, buffalo, tipi, feather-work, quillwork, cradleboards, beadwork, hides, furs
- Language format demands: definition, listening, writing, speaking, reading

**Standards:**
- D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments
- CCSS.ELA-Literacy.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic
- CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being, and that are basic to a particular topic.

**Introduction:**
1. Teacher will explain they will be reviewing the new words they have encountered while learning about the Plains Indians.

**Procedure:**
**Hook:** Students will have 3 minutes to brainstorm a word list of new words they were exposed to. Each student will get a few sticky notes in which they will write the words they think of on their own and place them on the board.

**Lesson opening:** When the 3 minutes is up, the teacher will announce to the students it is time to stop. Teacher will read each word on the sticky notes placed on the board out loud for students to hear.

**Transition:** When teacher finishes reading words out loud to the class, the teacher will hand out the vocabulary graphic organizer (one per student).

**Body:** When students receive this handout, teacher will explain that each student will select 5-10 words that were covered in this lesson (can be ones selected from the board, or one’s others came up with), and place them in the graphic organizer where they will draw a picture of the word, give a definition or explanation in their own words, and use the word in a sentence. Teacher will model an example that students may use on their graphic organizer, using the word buffalo. Teacher will draw a picture of a buffalo in the picture box, define it: a large animal with long, brown, fur, and horns, and use it in a sentence: The Plains Indians used the buffalo for many things such as food, clothing and shelter. Students will then proceed to fill out the graphic organizer (may do so with a partner) until they have 5-10 words, or time is up.

**Lesson Closure:** As students are finishing, teacher will explain to students their next lesson will entail them creating a class book regarding the Plains Indians. When students are done with the graphic organizer, students will individually create a sentence or so about their most significant learning regarding the Plains Indians including vocabulary words that were reviewed today. This written part will be used as their contribution to the class book that will be created in the next lesson (5).

**Accommodations and Differentiation:** Explain how you will modify your instruction, provide different resources, and assess differently so that your instruction is accessible to all learners in the classroom.
- One-on-one paraprofessionals (help write for student, or read silently to them).
- Advanced students will have the option to use more than 5 vocabulary words, and come up with other words that were not discussed as a class before starting the activity.
Extension/Enrichment:
Lesson will continue within the one that precedes it, where students will be able to conclude their learning and share it with an audience.

Clean Up/Closure:
Students will have the teacher read their rough draft of their writing that they will use for their page in the class book, teacher will approve it or suggest changes.

Assessment/Evaluation:
In lesson 4, students will be assessed through completion of the vocabulary graphic organizer.
No words included = inadequate
Less than 5 words included = needs improvement
5 words included = meets expectations
More than 5 words included = exceeds expectations
Overview: Lesson 5: Sharing learning of the Plains Indians

Materials:
- Paper
- Markers, colored pencils, and pencils
- 3 hole punch
- Rings

Big Ideas / Essential Questions:
- Who were the Plains Indians in Wyoming?
- Where did the Plains Indians live in Wyoming?
- What did the Plains Indians eat, live in, wear for clothing, and create for art?

Content Objectives:
- Students will be able to share their most significant learning with an audience

Academic Language Objectives:
- Content specific vocabulary: culture, buffalo, featherwork, cradleboards, beadwork, tanning hides, dressing furs
- Language format demands: reading, speaking, listening

Standards:
- D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments
- D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.
- CCSS.ELA-Literacy.W.4.1.B Provide reasons that are supported by facts and details
- CCSS.ELA-Literacy.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic

Introduction:
1. Teacher will introduce students to the final lesson regarding the Plains Indians, explaining that they will each get a chance to create a page for a class book regarding what they learned about the Plains Indians.

Procedure:
Lesson opening: Students will pull out their writing (sentence or more) that was created in the last lesson. Students will share this writing with a partner, and edit one another’s if needed.
Transition: When students have a sentence that is free from grammatical errors and they have checked with a partner, the student will go get a clean sheet of paper where the teacher placed them on the desk; the paper will be used to re-write their sentence nicely. Student will be allowed no more than 3 pieces of paper total (one for writing, one for a picture, and one in case they mess up).
Body: Students will create their own page to include in the class book. They will work on these individually at their desks, where they can copy their sentence from their writing journal onto the clean sheet of paper. Once it is written in pencil, it may be traced with marker. Students can also draw a picture to go along with their writing if they want. When writing and illustrations are complete, students will three hole punch their paper(s) and place it on the desk for the teacher to order and bind the book together.
Lesson Closure: When each student is finished, the teacher will order the pages in a way so the book makes sense (i.e. grouping food pages together, location, art, clothing, OPAL, etc.). Teacher will then place rings into the three hole punches, and the classroom will have a chance to title the book, as they vote on titles that were created by the teacher and/or students who were finished early.

Accommodations and Differentiation: Explain how you will modify your instruction, provide different resources, and assess differently so that your instruction is accessible to all learners in the classroom.
- Students who finish early may illustrate other pages that do not have a picture if they would like, and/or come up with potential titles for the book.
- One on one para-professional will help students that need help with writing and/or drawing.

Extension/Enrichment:
Lesson will provide students with a unique artifact from their learning that they will be able to have in the classroom to read to self, or with a partner, or to their family/friend if they visit the classroom.

Clean Up/Closure:
Teacher will conduct a classroom read aloud, in which the students will get to read their page aloud to the class when the teacher comes to their page.

**Assessment/Evaluation:**
In lesson 5, students will be assessed through completion of their page for the class book.
- Student did not create a sentence or picture = inadequate
- Students page includes either one sentence of writing with errors, or a picture = needs improvement
- Students page includes a sentence of writing, that is neat and grammatically correct, and no picture = meets expectations
- Students page includes more than one sentence that is neat and grammatically correct, and includes a picture with color = exceeds expectations
Day 1:
- Smartboard
- Youtube video: Music of the Plain’s Indians
- Powerpoint Slides (Appendix A)
- Student Survey (Appendix B)
- Student writing journals
- Book: *The Gift of the Sacred Dog* (Goble, 1980)

Day 2:
- Pictures of the Plains Indians in Wyoming
- “The Tipi” handout (Appendix C)
- Book: *Spring Waters Gathering Places* (DeYonge, 2000)

Day 3:
- Pictures of Plains Indians in Wyoming
- “Everyday Art” handout (Appendix D)
- Pause to Predict bookmarks (Appendix D)

Day 4:
- Book: *The Gift of the Sacred Dog* (Goble, 1980)
- “The Tipi” handout (Appendix C)
- “Everyday Art” handout (Appendix D)
- Vocabulary Graphic Organizer (Appendix E)

Day 5:
- Paper (white and colorful construction)
- Markers, colored pencils, and pencils
- Glue
- 3 Hole Punch
- Book rings
**Tribe Introduction PowerPoint Slides**

**Plains Indians in Wyoming in the 1800s**

**Utes**
- Occupied parts of Southern Wyoming, but ranged over a large area to engage in a hunting economy.
- Since they were such avid hunters, the introduction of the horse was important to them so they could travel farther faster, and hunt easier.
- Developed Plains Indians Culture by hunting buffalo, and living in tipis.

**Cheyenne**
- Closely allied with the Apsahno.
- Originally lived in Minnesota and on the Missouri River, but began westward migration and resided in Southeastern Wyoming.
- Encountered with Lewis and Clark
- Acquired horses and became avid buffalo hunters

**Arapaho**
- Northern Arapaho tribe was one of four groups of Arapaho Indians
- After signing the Treaty of 1851, they shared 1/6 of Wyoming land with the Cheyenne
- Under the Treaty of 1868, they were placed with the Shoshone in west central Wyoming on the Wind River Reservation

**Shoshone**
- The Eastern Shoshone tribe lives in present day Wind River Reservation, and are said to have lived there for 12,000 years
- Encountered and directed Lewis and Clark on their expedition
- Well known Shoshone people include: Chief Washakie and Sacajawea

**Crow**
- Lived in the Rocky Mountains (present day Wyoming/Montana border) stretching from what is now Yellowstone National park to Yellowstone River.
- After they settled here, they divided into three groups: Mountain Crow, River Crow and the Kicked in the Belves.
- Picked up traits of Plains Indians, and hunted bison.
<table>
<thead>
<tr>
<th>This is what I know about Plains Indians</th>
<th>This is what I want to know about Plains Indians</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
We want to know about your interests!

1. I like to read when…

2. I don’t like to read when…

3. I like to write when…

4. I don’t like to write when…

5. What does this music make you think of, and why?

6. Have you heard this music, or something like it before? If so, where?

Let’s talk about History!

7. I like ________________________________ about history.

7. I don’t like ________________________________ about history.
The tipi cover was made out of buffalo skin, called hide. When a tipi was taken down, it was folded and put on top of the poles. These poles were attached to the sides of a dog, who pulled them with the back ends dragging on the ground. Later, horses carried the tipi the same way and the tipis became bigger and heavier.

The tipi, large or small, was very comfortable; soft fur and nice smelling brush kept it fresh inside. As the skin of the buffalo hide got older, it let more and more light through, and at night, with a cooking fire inside, the tipi looked like a glowing cone.

The tipis belonged to the women. They had the job of putting them up and taking them down, and they could do it very quickly. A camp of families that included the very young and very old and all their belongings could be ready for travel in a few minutes.

Tipis were built with wood poles, stakes and pine, a hide cover and ropes. A basic frame of three or four long, straight poles of pine or red cedar was tied together near the top and set upright. All the other poles except one were leaned on these to form a cone. The cover of an average tipi needed twelve to fourteen tanned buffalo hides sewn together with sinew. This cover was tied to the last pole, which was put in the most westerly part of the cone. From there the cover was pulled around the poles to the doorway on the eastern side and tied from the bottom up. The woman then went inside the tipi and pushed the poles outward to make the cover tight. The bottom of the tipi cover was tied down or held down with stones. All this took about half an hour. The tipi was made stronger during storms by tying a rope where the poles crossed each other at the top and staking the rope into the ground. In winter, a lining of hide five feet (one and a half meters) high was tied to the inside of the poles. Brush was stuffed between the lining and the cover to help the tipi stay warm. In summer, the bottom of the tipi was propped up to let in a breeze.

When a new tipi cover was needed, the woman of the family dried, scraped and cured some buffalo hides. Since a tipi cover is too big and heavy for one woman to make all by herself, the custom was to prepare a feast and invite other women to help. They would eat, smoke, talk and enjoy themselves as they put the skins together.

When the cover was finished, the tipi was set up with the door and smoke flap closed. A fire of sagebrush was lit inside to smoke the cover so that it would stay soft after rain. No help from the men was allowed. In some tribes, a woman had such authority over the tipi that all she had to do to divorce her husband was to throw his belongings out of the tipi.

Since there are hardly any trees on the prairies, long trips had to be made to the foothills of a mountain range or to the nearest valley to find long, straight lodge poles. The Indians traveled so much that poles wore down quickly and often had to be replaced every year.
Pause to Predict: Partner Bookmark

Look over the headings in an informational text. Use the headings to tell what you think each part is about. All of these headings are going to teach us about ________.

Heading #1
Copy the heading.

I think the part under this heading is going to be about ________
because ________.

Heading #2
Copy the heading.

I think the part under this heading is going to be about ________
because ________.

Heading #3
Copy the heading.

I think the part under this heading is going to be about ________
because ________.
<table>
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<th><strong>Picture</strong></th>
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<td>The Plains Indians used the buffalo for many things such as food, clothing and shelter.</td>
</tr>
</tbody>
</table>
TASK 1: PLANNING COMMENTARY

Respond to the prompts below (no more than 9 single-spaced pages, including prompts) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus
   a. Describe the central focus and the essential literacy strategy for comprehending OR composing text you will teach in the learning segment.

   [The central focus of the content I will teach in this unit requires students to practice literacy strategies, including comprehension, analyzing of primary sources, knowledge of vocabulary words, and how to read informational texts. This will be done throughout a unit of five lessons, each of which will use a different teaching strategy including: teacher centered where the teacher reads aloud and presents information, modeled instruction following the I do, We do, You do model, and student centered where students have the freedom to create a class book.]

   b. Given the central focus, describe how the standards and learning objectives within your learning segment address

      - the essential literacy strategy
      - related skills that support use of the strategy
      - reading/writing connections

   [These lessons will be cross curricular between literacy and social studies, satisfying standards from both areas. First students will explain events through writing and speaking in a historical text in all lessons (CCSS.ELA-Literacy.RI.4.3), determine the meaning of general domain specific words applicable to Wyoming history (CCSS.ELA.Literacy.RI.4.4), and interpret information presented visually and orally by analyzing primary sources using a newly taught strategy referred to as OPAL (CCSS.ELA.Literacy.RI.4.7). Additionally, they will explore the Plains Indians culture and study and explain how their culture influenced the way they adapted to their environment by studying food, art, location, and shelter of the tribes (D2.Geo.4.3-5.5).]

   c. Explain how your plans build on each other to help students make connections between the essential literacy strategy to comprehend OR compose text and related skills that support use of the strategy in meaningful contexts.

   [All of my lesson plans build on each other because they all have some relevant context that relates back to the previous days. Students will consistently gain insight and review about what we will be learning and what was learned in previous days. Students will also be given plenty of opportunities to practice using the essential literacy strategy of compare and contrast when working within different textual contexts.]

2. Knowledge of Students to Inform Teaching

   For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.

   Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).
a. Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.

[Students are currently reading at least four books in their general classroom, allowing them to consistently practice literacy strategies, answer questions, and discuss among peers. Additionally, as fourth graders, the students have been exposed to state history, which has encompassed many different Native American Tribes. This will allow them to activate their background knowledge throughout the lessons.]

b. Personal, cultural, and community assets related to the central focus—What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?

[I know that my students’ everyday experiences are related mostly to home life and the area in which they live. They tend to gain more understanding based on what is happening at home, rather than what is done at school. They then are able to make connections based on how their life at home is run, or experiences they have had outside of school. Due to a small town and state, there are little language and cultural differences, but the rural area in which they live, many have been exposed to the history this town has to offer that relates to the lesson. There are many things that interest them especially when it is something they can make a connection with outside of the classroom.]

3. Supporting Students’ Literacy Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, use principles from research and/or theory to support your justifications.

a. Justify how your understanding of your students’ prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning, their assets, and research/theory.

[This lesson shows my understanding for students’ with the adaptation of learning tasks and materials is reflected within each specific lesson. I provide students with hands on, whole group, independent, and partner practice. I also chose to integrate literacy through additional reading of oral and visual sources, to meet the learning needs of all students that exhibit different learning styles. If desired, students can bring in artifacts from home to share with the class and explain why it is important to them, if they have something related to the topic. This idea ties back to the idea of allowing students to be engaged and focused as they make outside connections to the lesson. It provides students with purpose and meaning throughout the lesson.]

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[In order to meet the learning needs of all students, I implement a variety of instructional techniques. These are planned with different students in mind as the first lesson gives students...]


an opportunity to fill out a survey to help the teacher gear the rest of the lesson to fit the needs of each individual. The first lesson includes direct instruction which will be geared towards auditory and visual learners. As lessons digress, students will experience partner work and group discussion which will allot for the lower students to learn from the higher students, and the higher students to reinforce their knowledge when they help their peers. Finally, gradual release with these learning elements is key as it will be ensured that the students understand the material before before they move on to independent practice.]

c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

[Among this disciplinary literacy unit, the students will be studying both social studies and literacy elements, allowing there to be misconceptions in both subject areas. First, students may not realize there are multiple forms of literacy, not just reading words. As the class begins to be introduced to reading other sources (i.e. pictures), I will teach what is called the OPAL strategy to ensure they understand how to read images, and that things other than words can tell stories. The students will then get the opportunity to practice OPAL as a class, in groups, and finally individually.]

4. Supporting Literacy Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. Language Function. Using information about your students’ language assets and needs, identify one language function essential for students to develop and practice the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Argue</th>
<th>Categorize</th>
<th>Compare/contrast</th>
<th>Describe</th>
<th>Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret</td>
<td>Predict</td>
<td>Question</td>
<td>Retell</td>
<td>Summarize</td>
<td></td>
</tr>
</tbody>
</table>

[Analyze]

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential literacy strategy. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[Lesson 1 day 1 with introduction of the five tribes of the Plains Indians in Wyoming, lesson 2 day 2 begin analyzing their lifestyle, lesson 3 day 3 with discussion through analysis of images of Plains Indians using OPAL approach, lesson 4 day 4 with the vocabulary graphic organizer, lesson 5 day 5 with the final assessment as they share their most significant learning with a unique audience.]

c. Additional Language Demands. Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary or key phrases
- Plus at least one of the following:
  - Syntax
Discourse

[Students need to know how to blend, read, and build words with syllables consonant + le. Students will segment sounds and word parts to spell words with consonant + le. Students will also need to know, describe, discuss, compare, contrast, respond, recall.]

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary or key phrases, discourse, or syntax).

[Students will be introduced to new vocabulary words daily, and discuss them and define them as they surface from the articles and artifacts. Additionally, on the fourth day students will be given a graphic organizer in which they can define, explain, draw, and use each word in a sentence to solidify their understanding of the vocabulary words. Finally, students will be given the opportunity to use these words on their own in the final lesson.]

5. **Monitoring Student Learning**

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend OR compose text AND related skills throughout the learning segment.

[There are many different tools that I will provide students as assessment throughout the learning segment. Students will take a pre-assessment in the form of a survey and a form of a KWL chart to check their understanding before beginning the lesson on day one. Next, students will be required to compose their own text regarding what they learned on day two, and the teacher will use this as an informal assessment. Day three and four, students will again be informally assessed as they can complete a bookmark and graphic organizer that shows their comprehension of the given text. Lastly, students will be formally assessed on the final day of the lesson (day 5) where they will complete a book as a class, incorporating their most significant learning, and each student must create a page including writing, vocabulary words, and pictures.]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

[These assessment designs and adaptations allow for students with learning needs to use different ways of practice and questioning throughout. They all learn so differently and with the help from peers and a whole group, students are able to perform the given task effectively and efficiently to meet their needs. Like I said above, there is whole group, individual, and peer help that all students are able to get to master the task at hand.]

Citations:
Lesson 2 & 3 Reading Passages: University of Wyoming Learning Resources Center
TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (no more than 6 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert no more than 2 additional pages of supporting documentation at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

[Lesson 1]

2. Promoting a Positive Learning Environment

Refer to scenes in the video clips where you provided a positive learning environment.

   a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

   [0:00-0:25 The class gathers at the carpet as I sit in the rocking chair to begin our read aloud. I wanted the students to feel comfortable to promote a positive environment, and be close enough to see and engage with the images in the book.]

3. Engaging Students in Learning

Refer to examples from the video clips in your responses to the prompts.

   a. Explain how your instruction engaged students in developing an essential literacy strategy and related skills.

   [I made sure to keep the students engaged by asking them questions, modeling strategies such as questioning, predicting, and fluency, and making connections that were relevant to the students; all skills pertinent to comprehending literacy.]

   b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

   [Concurrently, this class has been learning how authors make their writing better by adding description that activates the readers senses, and the advanced students have been encouraged to find examples of these senses in their books that they read on their own. After reading the sentence at 4:50 in the video, “The air was cool and smelled fresh with pine trees”, I announced to the students that I was going to read it again so they could tell me what sense this related to, similar to what they had been doing in their job sensory books. I gave them a moment to think about this, and when students started to raise their hands I called on one. She replied “smell”, so in order to have her explain her thinking I asked her what the author wanted you to imagine you were smelling, to which she replied “pine trees”. Since smell was the obvious sense that was activated, as the author used the word smell in the sentence, I challenged the students to think deeper as this sentence could potentially touch on other senses. I was expecting them to say feel or touch, as the author says the air is cool, but the next student I called on said sight. This sentence does in fact allow readers to see the pine trees, so her answer provided me with a learning opportunity: although I was expecting the students to say one thing, another answer was not wrong. The next student replied that you could feel the cool air, which was a learning opportunity for the rest of the students that had not realized you could feel the cool air because of the way the]
The author described it, even though he did not use the word “feel” or “touch”. Additionally, shortly after this, around 6:30 in the video, I asked students a question that encouraged them to infer. This discussion linked students’ prior experiences to the story, as many have had to work for things in their life, or have seen someone in their family do so. For those who have not, it served as a model.

4. Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

a. Explain how you elicited and built on student responses to promote thinking and apply the essential literacy strategy using related skills to comprehend OR compose text.

[The author again activated the reader’s senses at 9:42 in the clip, so I asked them what sense? The first student replied, “sight” which could have been what stood out to her the most, perhaps she saw the bright colors the author had described the horses to be. I read it again to see if the other students had any other responses, which prompted them to say they could hear the thunder and the horses galloping. As a teacher, I found two opportunities within the book to point out senses, as it was something the class was working on before I came in. Although I could have probably found more, I found it very important to model these findings in a read aloud, so all students would eventually be able to find these in other books while reading individually or in other groups.]

b. Explain how you modeled the essential literacy strategy AND supported students as they practiced or applied the strategy to comprehend OR compose text in a meaningful context.

[At 3:37, it is the first time dialogue appears, thus I attempt to give the characters voice that tend to emulate the emotions they may be feeling due to what is occurring in the story. Since the boy and his family was hungry, I tried to make my voice a bit whiny, but then confident when he says to not worry about him. Not all students have the ability to picture readings in their heads, and similarly sometimes have a hard time reading with prosody, however according to Reutzel and Cooper 2015, “using vocal expression in reading seems to be a strong indicator of emerging fluency and later reading comprehension” (p. 178). Here I was able to model this for students to help them with their fluency and comprehension. Later, when we reached the rising action of the book, where the characters had come across a problem, I stopped and asked the students to stop and predict what was going to happen next before reading the next page, as predicting is a key reading strategy that is important in aiding comprehension. The first student mentioned that it was going to storm due to the clouds in the picture, this prompted me to model foreshadowing and predicting of my own to show the students that you can often predict what is going to happen next, because the author has a way of giving hints without telling the reader. I asked what a storm usually symbolized, whether it was good or bad, which got them thinking. When I read the next page, I was able to ask students to retouch on their predictions in their minds and see if they had predicted what was going to happen next.]

5. Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners,
As I began reading, I attempted to give the characters voice when they spoke, but once I listened to my video it did not sound as good as I had planned. When I asked the students to stop and predict what was going to happen next, I wish I had incorporated a turn and talk, as it would have given them an opportunity to talk instead of listen to me talk. This could have been done in a timely manner as I would’ve given them a set amount of time to talk, and then given them a warning before calling them back and expecting them all to be quiet. I also would have explicitly taught vocab words by writing them on the board. Lastly, I feel as though I ended my lesson a bit abruptly.

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

Had I spoke more distinctly for the boy and the Great Spirit, I believe students would have understood the story more, as the boy would have sounded sad and hungry, and the Great Spirit would have sounded powerful and providing. In addition it would have been a great model for them to hear how fluent readers read, as some do not have the opportunity to hear that outside of school. Furthermore, I believe students learn more from others when they are able to share ideas. Had I been able to dive deeper into vocab words, it would have benefitted the students because “[they] learn vocabulary when they are explicitly taught individual word meanings” (Reutzel and Cooter 2015, p. 211). Although we connected the beginning to the end, I feel as though touching on the students’ individual questions that they asked at the beginning regarding what they were wondering would have been more personal and helped them remember what they learned, or what they still hoped to learn in lessons to come. As I enter my future classroom I will keep in mind that in order for children to become successful readers I must serve as “an effective classroom teacher who has the ability to teacher reading to a diverse group of children with a variety of abilities and needs” (Reutzel and Cooper 2015, p. 12).]
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition/Explanation</th>
<th>Picture</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buffalo</td>
<td>a large animal with long, brown, fur, and horns</td>
<td></td>
<td>The Plains Indians used the buffalo for many things such as food, clothing and shelter.</td>
</tr>
<tr>
<td>nomadic</td>
<td>moving around</td>
<td>Map</td>
<td>The Indians were nomadic.</td>
</tr>
<tr>
<td>sacred dog</td>
<td>a horse from the great spirit</td>
<td></td>
<td>The Indians got sacred dogs.</td>
</tr>
<tr>
<td>feather work</td>
<td>artwork by Indians</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You chose some tough words like nomadic and sacred dog, I love that you remembered that from the story! Next time, try using featherwork in a sentence. Is challenging yourself to get one more word! How were the Indians nomadic in Wyoming?
<table>
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<td>The Plains Indians used the buffalo for many things such as food, clothing and shelter.</td>
</tr>
<tr>
<td>teepee</td>
<td>A shelter made by Native Americans.</td>
<td><img src="teepee.png" alt="Picture" /></td>
<td></td>
</tr>
<tr>
<td>furs</td>
<td>Skin off an animal</td>
<td><img src="furs.png" alt="Picture" /></td>
<td></td>
</tr>
<tr>
<td>legend</td>
<td>A story that is not true</td>
<td><img src="legend.png" alt="Picture" /></td>
<td></td>
</tr>
<tr>
<td>culture</td>
<td>a way of living</td>
<td><img src="culture.png" alt="Picture" /></td>
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</tbody>
</table>

Great job finding 5 vocab words and what creative drawings! I would've liked you to try and use the words in a sentence to get you ready to write your part in the class book! What did the Indians use tipi's and furs for?
<table>
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</tr>
</thead>
<tbody>
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<td>![Picture of Buffalo]</td>
<td>The Plains Indians used the buffalo for many things such as food, clothing and shelter.</td>
</tr>
<tr>
<td>Hunting</td>
<td>you need a wepen to kill the animals</td>
<td>![Picture of Hunting]</td>
<td>Indians hunted many different ways like buffalo</td>
</tr>
<tr>
<td>Culture</td>
<td>the way pepi live</td>
<td>![Picture of Native American culture]</td>
<td>Indians believe in different gods</td>
</tr>
<tr>
<td>Sacred Dog</td>
<td>it is a horse</td>
<td>![Picture of Sacred Dog]</td>
<td>Because it akty like a dog</td>
</tr>
<tr>
<td>Horns</td>
<td>traveled following their food</td>
<td>![Picture of Horns]</td>
<td>The Indians rode the buffalo</td>
</tr>
</tbody>
</table>

**Extra Note:**

Wow! Great job filling in all the boxes! Your sentences will help you when we create our class book, just remember to capitalize the beginning of a sentence and end with a period!
1. Analyzing Student Learning
   
   a. Identify the specific learning objectives measured by the assessment you chose for analysis.

   [By the end of the lesson, students will be able to connect vocabulary recently learned to prior knowledge. Additionally they will be able to demonstrate their knowledge of vocabulary words relating to the Plains Indians to apply it to a final assessment in sharing their most significant learning.]

   b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

   
   ![Table]

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>12</td>
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   c. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to

   - the essential literacy strategy
   - related skills
Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

[To begin, I assumed the students would know a lot about the Plains Indians as a lot of this occurred in their backyard (their hometown). I was impressed by what they did know, which intrigued them to want to learn more. For example, student #8 had a full pre-assessment filled out, and as a class we were able to discuss things this student already knew, which ended up being common ground for a lot of the other students. As we began analyzing primary sources, going beyond books and incorporating images, music, and artifacts, students at first had trouble “reading” these sources. The introduction to the OPAL strategy took a few practices, but for the most part the students grasped this by the end of the unit and could apply it on their own. There were several students that had never had the opportunity to analyze other things than books, unless the student had background knowledge from museums or things outside of school. For example, student #15 has traveled frequently and had done this before, so there was need for greater challenge as this student did not grow from pre assessment to post assessment.]

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. (Delete choices that do not apply.)
   - Written directly on work samples or in separate documents that were provided to the focus students

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

[Student three received a 3/5 on the work, and as a teacher I was able to assess this students strengths and areas in which they could improve as feedback. This student is very artistic, and is always drawing, therefore I noted that they had every picture box filled in, and commented that they had great drawings. As writing is not as strong of an area for them, I wrote that I would’ve liked to see them challenge themselves to write a sentence to go along with each of their picture so they could be prepared for the class book. The second focus student received a 2.5/5. I thought they did a good job of finding harder vocabulary words to include in the graphic organizer, but left an entire row blank which resulted in a lower score. This student in particular is strong at comprehending their reading, therefore they did a good job of using words they remembered from the read aloud during this unit. Lastly, I had a student who often struggles to stay focused, but when dedicated, they do a great job. This unit interested them which helped keep them engaged, and it showed as they earned a 5/5 on this assessment, filling in all boxes and used authentic words, pictures and sentences. I would like to see them use correct conventions in their writing.]

c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

[This assessment was designed in order to prepare them for the final assessment in which they will create a class book to share their most significant learning with an authentic audience. As they thought of vocab words to create a picture and sentence to go with, it was intended to get their brains thinking of what they could create for their class book. As the learning segment continues, I would sit down with these students before they completed their final piece for the class book, and explain my feedback, saying what they did good and where they could improve, guiding them in the direction to succeed. Lastly, I included a question on two of the]
assessments that could use improvement to challenge them to think deeper, i.e. “What did the Indians use the tipi’s and furs for? How/why were the Indians nomadic in Wyoming?”

3. **Evidence of Language Understanding and Use**

When responding to the prompt below, use concrete examples from the video clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students’ language use from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.

2. Submit an additional video file named “Language Use” of no more than 5 minutes in length and cite language use (this can be footage of one or more students’ language use). Submit the clip in Assessment Task 3, Part B.

3. Use the student work samples analyzed in Assessment Task 3 and cite language use.

   a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
      - selected language function,
      - vocabulary or key phrases, AND
      - discourse or syntax

      to develop content understandings.

   [In the video clip at 0:40, the students were introduced to the vocabulary word legend. Some students had previously heard this word, which helped them as they could activate their background knowledge and use it to better understand the story. Additionally, some students chose this word to include on their graphic organizer and again in their class book. Next at 1:04 in the clip, we discussed the word sacred. Previously, some students had mistaken this word for the word scared, so we discussed the syntax of the word to understand the difference of the two, as well as the meaning. Lastly, a few students asked what a sacred dog was, and why it was so sacred (1:40 in the clip). At the beginning they did not know what it was, or assumed it was a dog because of the name, but soon learned as we read that it is actually what the Native American’s referred to horses as. Many students included this word in their graphic organizer (as seen in a few of the focus students) and even in their class book, showing they at first struggled to use this word, but met the goal by the end of the lesson as they could effectively understand and use this vocabulary word and others.]

4. **Using Assessment to Inform Instruction**

   a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
      - For the whole class
      - For the 3 focus students and other individuals/groups with specific needs
Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

[As stated earlier, the three focus students that I chose represented a variety of learners, so I believe the class could be split into three groups (one aligning with each student, and 6 students per group) to intervene and enrich on their learning. The focus student that earned a 5/5 would be part of the higher group, the focus student that earned a 3/5 would be part of a mid group, and the student that earned a 2.5/5 would be included in the lower group. I would use what I learned from these assessments and group students according to their scores, separating them into groups around the room to work on the next part of the unit (class book). Within my class there are a few struggling readers and one student on an IEP that is in the class full-time. At the kidney table in the classroom, I would sit with a small group of students which would include the one student on the IEP as he may need additional support and motivation, the focus student that earned a 2.5, and two other gap students that could need additional support but that may also serve as leaders in the lower group. As this group could use more one-on-one help, as the teacher I will provide more assistance and guidance to complete the next task to ensure learning is maximized. The other two groups would be mixed similarly, as the mids would have a student who is more gifted to lead the group (challenging the higher student to serve as a role model and guide instruction) and the higher group could include some mids to challenge them to maximize their learning as well.]

b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

[As I thought about how to differentiate the students instruction for the final assessment, I researched before finalizing groups and plans. First I “identified the primary needs of [each] group” and ensured that what was being measured matched what was taught (Lesaux and Marietta, 2012 p. 81). The lowest group needed the most guidance, thus I was able to take time to sit with them and provide assistance when needed. I also had to “identify learning opportunities”, so I decided by placing a “higher” student with each group, it challenged my gifted students to teach and solidify what their knowledge and learning, while the lower students were able to learn from them.]