EdTPA: Discussion Based Classroom

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Pierce Gillard

15 May 2016

UW Honors Thesis

Dr. Todd Reynolds

edTPA: Discussion Based English Classroom
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The following documents include selections from the edTPA, and is my submission for my honors thesis.

Functioning as the final assessment for graduates of the college of education, the edTPA showcases a lesson I taught within the semester of my student teaching. The different sections highlight the planning, teaching and assessing portions of a unit, specifically within three lessons referred to as the ‘learning segment.’ A majority of the prompts are set to demonstrate that the lessons are focused both on best practice within the classroom (as demonstrated through referenced research and theory) as well as on personal reflection for future application.

It is largely an assessment, broken in parts and sections across a semester of in-classroom experience, to demonstrate an application of theory discussed at university, so as to show a readiness for entering into a licensed teaching position.

My learning segment showcases the conclusion of a unit during which an 11th grade english class finished reading and analyzing the novel *The Kite Runner*, by Khaled Hosseini. The lessons leading up to the unit’s final test conclude discussions of the text, and the assessment I wrote reflects the content discussed in the class. Discussions included small to large group oral interactions as well as written assignments in journals and daily reflections.
**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.)
   - Middle school: ______
   - High school: __X____
   - Other (please describe): ______
   - Urban: ______
   - Suburban: ______
   - Rural: __X____

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
   - A portion of the class will be co-taught, specifically regarding elements of the curriculum that build toward students’ candidacy toward their IB diplomas. These will be shared by the mentor teacher and preservice teacher.

3. 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.
   - District ELA curriculum dictate certain features of the classwork in accordance to Common Core and State Standards. However, the Learning Segment takes place in an IB classroom, so additional requirements based upon standards from the International Baccalaureate supersede other standards from the district. For example, the texts discussed in class are therefore from international authors, a certain amount of which must be translations. Also, there is some preparation for the ACT which students take near the conclusion of the semester.

### About the Class Featured in this Learning Segment

1. How much time is devoted each day to English Language Arts instruction in your classroom?
   - 90 minutes/class

2. Is there any ability grouping or tracking in English Language Arts? If so, please describe how it affects your class.
   - NA

3. Identify any textbook or instructional program you primarily use for English Language Arts instruction. If a textbook, please provide the title, publisher, and date of publication.
   - Instructional programs include IB directives as well as the standards outlined in the district curriculum, which is currently being reformed and evaluated.

4. List other resources (e.g., electronic white board, online resources) you use for English Language Arts instruction in this class.
About the Students in the Class Featured in this Learning Segment

1. Grade-level(s):
   [ 11 ]

2. Number of
   - students in the class: 27
   - males: 9 females: 18

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.¹

<table>
<thead>
<tr>
<th>Students with IEPs/504 Plans</th>
<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>0</td>
<td>Students with Specific Language Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Needs</td>
<td>Number of Students</td>
<td>Supports, Accommodations, Modifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Other Learning Needs</td>
<td>Other Learning Needs</td>
<td>Number of Students</td>
<td>Supports, Accommodations, Modifications</td>
</tr>
<tr>
<td></td>
<td>Gifted/Talented</td>
<td>3</td>
<td>Ensure tasks are multidimensional; have alternate work prepared to fill in time if required tasks are finished early</td>
</tr>
</tbody>
</table>

¹ California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
| Struggling Readers | 2 | Give extra time for discussing reading strategies and processing reading orally in addition to written reading quizzes. |
Lesson Plan: Feb 26, 2016

Kite Runner Conclusion

Class: IB English Language A III (11th Grade ELA)

Time: 90 minutes

Curriculum Standards Met: RLT: RL Theme; RIKDA: RI Key Details Analysis

Objective: After having completed the reading of the novel The Kite Runner, students will be able to engage in discussions regarding themes and ideas in the novel, synthesizing meaning by analyzing the text, supporting their ideas and analysis with textual evidence. Students will compare the fictional events of the novel with current events in Afghanistan, as well as continue their discussion through journal entries.

Materials:
- Quiz for chapter 25
- Journals
- “Hazara” NYTimes article
- Vocab sheets, ch 24-25

<table>
<thead>
<tr>
<th>Student Role</th>
<th>Instructor Role</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get out paper for quiz</td>
<td>Take attendance</td>
<td>5 min</td>
</tr>
<tr>
<td>Answer Quiz: Ch 25 questions, in complete thoughts, if not complete sentences</td>
<td>Read quiz questions</td>
<td>10 min</td>
</tr>
<tr>
<td>Switch papers, grade quiz</td>
<td>Give correct answers, discuss themes seen in specific scenes;</td>
<td>15 min</td>
</tr>
</tbody>
</table>
Connections:
Students will be connected to all the previous readings for this lesson. Having concluded the novel, students will now be able to discuss themes and ideas in regard to how they have changed across the whole of the narrative, and comment on motifs that they have been tracking throughout their reading.

Considerations:
Students will be broken into groups for reading the articles, and it will be important to ensure that these groups include students with a variety of learning lives, such as the two students who are struggling readers and the three students who are gifted and talented. This will be to ensure that students balance each others’ strengths in small group activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read “Hazara” NYT article</td>
<td>Split into groups: read and answer questions: What has changed in Afghanistan since 2003 (when the novel was written)? What continued struggles do Hazaras have in Afghanistan? How might characters in the novel react to this article? Share out: what did groups discuss?</td>
<td>30-45 min</td>
</tr>
<tr>
<td>Give instructions, go between groups, discuss points, make sure instructions are understood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocab Review “Fishbowl” Game OR Journal: entry, Think-Pair-Share (if time allows)</td>
<td>Prompt: How does Hosseini show the reader that Amir has become the man his father wanted him to be? (Does he?) Review vocab game, or journal activity</td>
<td>10-20 min</td>
</tr>
</tbody>
</table>
2. Lesson Plan: March 1, 2016

*Kite Runner* Review for Assessment

Class: IB English Language A III (11th Grade ELA)

Time: 90 minutes

Curriculum Standards Met: RIKDA: RI Key Details Analysis

Objective: After finishing the novel, students will continue think through and analyzing themes and ideas as they apply to the novel as a whole and continue to review and learn vocabulary from the reading.

Materials:
- Journals
- Vocabulary sheets, game materials (vocab words on individual sheets

<table>
<thead>
<tr>
<th>Student Role</th>
<th>Instructor Role</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions/comments/concerns</td>
<td>Take Attendance; intro test review, take questions/concerns/comments</td>
<td>5-10 min</td>
</tr>
<tr>
<td>Journal Activity: respond to prompt (“There are a lot of children in Afghanistan, but little childhood.” What does this mean/what characters would you relate this to from the novel?)</td>
<td></td>
<td>35 min</td>
</tr>
<tr>
<td>After writing, compare responses with shoulder-partner; share ideas with small groups, share out large concept ideas with class.</td>
<td>Facilitate turns, keep score, check correct answers</td>
<td>45 min</td>
</tr>
<tr>
<td>Vocabulary Review Activity: Fishbowl (Taboo) Round, Charades/Pictionary Round</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Connections:
Students will be making connections to past journal assignments as well as past class discussions. The journal assignment will ask them to consider broader cultural and historical information from outside sources as well as the novel in constructing their answer, as well as connect to previous readings with similar themes.

Considerations:
The structuring of journal assignments should allow underperforming students who may struggle with the reading and or completing their work to get a head start on their journals in class, as well as time to process their ideas out loud with a classmate beyond writing it down in their physical journals. The two students who are struggling readers will benefit from this, and this will also give multiple outlets for processing ideas for the threes students who are gifted/talented.

Assessment
Class: IB English Language A III (11th Grade ELA)
Time: 90 minutes

Curriculum Standards Met: RIKDA: RI Key Details Analysis; WRA: Writing Argumentation

Objective: Students will be assessed on their learning based on their understanding of themes and ideas in *The Kite Runner*.

Materials

*Kite Runner* Test
Journals

<table>
<thead>
<tr>
<th>Student Role</th>
<th>Instructor Role</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>get out pen and extra paper</td>
<td>Take attendance; ask clarifying questions</td>
<td>5-10 min</td>
</tr>
<tr>
<td>Take Kite Runner Test</td>
<td>Remind about test instructions and parameters, remind them they know their stuff</td>
<td>60 min</td>
</tr>
<tr>
<td>Journal Time: Continue working on Journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue working on journal assignments</td>
<td>Conference with students about journal responses/IB essay progress (with Ms. Gray)</td>
<td>20 min</td>
</tr>
</tbody>
</table>

Connections:
Students will demonstrate what they have learned by making independent connections from the class discussions as well as their personal thoughts and reflections in their journal assignments.

Considerations:
Should underperforming students or struggling readers, such as the two identified in the class, need additional support in the taking of the assessment, it will be possible for them to use extra time that has been allotted to completing journal assignments. Also, if need be, it is possible to administer the test orally.
Chapter 24 Quiz

1. What is does Amir give Farid to thank him for his help?

2. After Amir takes two pain pills and falls asleep, he wakes to find that Sohrab has gone missing; where did he go?

3. What does Sohrab say he is starting to forget?

4. What is the reason the embassy official gives for Sohrab not being able to be adopted?

5. When Amir finally calls Soraya, what does he tell her?

6. What is the reason Sohrab is taken to the hospital?

Chapter 25 Quiz:

1. What does Amir do for the first time in 15 years?

2. Why does the hotel manager ask Amir to leave?

3. How long does it take for Sohrab to speak again?

4. When Amir checks on Sohrab sleeping, what is he keeping under his pillow?

5. Why is the General embarrassed about Sohrab?

6. How many times did Amir watch *The Magnificent Seven*?
Kite Runner Vocabulary\(^1\) (for lessons 1 and 2)

**Instructions:** Write out definitions for the following words; then, on a separate sheet of paper, write out a sentence for each word, using the word correctly with correct grammar conventions.

**Chapter 24-25:**

1. **Reproachful**
   
   Definition:

2. **Obligatory**

   Definition:

3. **Irrevocably**

   Definition:

4. **Squalid**

   Definition:

5. **Fabricated**

   Definition:

6. **Reputable**

   Definition:

7. **Turmoil**

   Definition:

8. **Profusely**

   Definition:

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\(^1\) Source: A Study Guide to Khaled Hosseini’s *The Kite Runner* by LISA K. WINKLER

A version of this article appears in print on January 23, 2016, on page A8 of the New York edition with the headline: With Afghanistan in Turmoil, a Voice for Hazaras Laments Lost Chances.
Supplemental Text (for lesson 1)

Voice for Hazaras Laments Lost Chances in Afghanistan’s Tumult--The Saturday Profile

By DAVID JOLLY JAN. 22, 2016

KABUL, Afghanistan — AFTER his return to Afghanistan from exile, in 1986, Azizullah Royesh immediately became a tireless advocate of education as a bridge over the divisions that have made his country a battleground for decades.

Mr. Royesh has been hailed at home and internationally for his work at Marefat High School, his innovative school where girls make up almost half of the student population. He champions schooling as a way into the professional and governing class for Afghan minorities — and particularly for his fellow Hazaras, a mostly Shiite ethnic minority that suffered heavily under the Taliban regime.

But on a recent chilly day, sitting in his office at the school, Mr. Royesh had the resumed persecution of his people on his mind. The man who found his calling after returning to Afghanistan was reluctantly admitting that he understood the fear driving tens of thousands of Hazaras — and many other Afghans — to flee the country.

“The Hazaras feel themselves defenseless against the threat facing them,” Mr. Royesh said, pointing to the recent beheadings in the southern province of Zabul of seven Shiite Hazaras, including a 9-year-old girl, by militants linked to the Islamic State. In many other places, the Taliban, the Hazaras’ old nemesis, are resurgent, gaining territory by the week.

“The government is not in control of anything,” added Mr. Royesh, 46. “Others feel the same fear, but the Hazaras aren’t protected by anyone. The only way out is to flee the country.”

For Afghans who lived through so many phases of conflict — the Soviet invasion, a civil war, the Taliban government — the insurgency’s vast territorial gains over the past year, along with the rise of the Islamic State, have felt like the resumption of an old nightmare.

Musing on how it all came to this, after years of hope for a new way, Mr. Royesh expressed regret and anger over missed opportunities.

“The new Afghanistan needed a new system of values, and that couldn’t be achieved without an education to instill democratic ideals,” Mr. Royesh said. “If, in 2001 and 2002, we had focused on a revised education system based on democracy and human rights, we’d have a completely different context here today.”

“We now have literate people, we have educated people,” he added. “But very few of them are really equipped with a democratic mind-set. Civic education was the missing link.”

Mr. Royesh was not speaking as a political outsider — more than most, he has become invested in the Western-backed civilian government. In the election in 2014, he was an early supporter of President Ashraf Ghani, writing his election manifesto and campaigning on his behalf with the expectation that he would be named chief of staff if Mr. Ghani were elected.

But relations soured as the election neared, and he declined to support Mr. Ghani. Now, he accuses the president of proving ineffective in crisis, and of contributing to ethnic and factional divisions in Afghanistan.

MR. ROYESH has received international recognition for his work, including numerous awards and fellowships. He was a finalist in 2015 for the Global Teacher prize, an award given by the Varkey Foundation.

Not bad for someone who never got beyond the fifth grade. The Soviet invasion in 1979 ended Mr. Royesh’s formal education when he was 10 years old. His father sent him to Quetta, Pakistan, in 1982 to escape deadly Russian airstrikes on the family’s home village, Talkhak — which means “bitter.”

Mr. Royesh had no family in Quetta to rely on, he said, so he worked — in tailor shops, bakeries, small factories — “just to nourish myself.”

Such a childhood sounds fraught, but Mr. Royesh said he looks back on it with pleasure, noting that he encountered many Afghan intellectuals who had fled the Soviets. He was able to explore the new bookstores that were popping up in Quetta, an introduction to a rich life of the mind.

“It was precious,” he recalled. “It was a golden time.”

Mr. Royesh said that he read the literature of resistance and freedom: Steinbeck, Che Guevara, Gorky, Howard Fast (author of “Spartacus”). He was also intoxicated by the strong current of leftist thought
unleashed by the Iranian revolution, including the works of Ali Shariati, whose writings have drawn comparisons to the Latin American liberation theology movement.

“That gave me a liberal-minded approach to interpreting Islam, as well,” he said.

Mr. Royesh returned to Afghanistan in 1986 and was immediately drafted by his community to share his learning. “I was one of the few literate people in my village, so I started to teach the other kids,” he said. The Hazaras are known for their belief in the value of education, and there was strong local support for his efforts. Eventually, he helped open five schools, providing primary education for thousands of children.

In person, Mr. Royesh comes across as formidably intelligent, if a bit bookish and shy. His academic formality drains away quickly once he gets going, though, and he converses comfortably in English, in addition to the main languages of Afghanistan — Dari and Pashto — and Urdu. He describes himself simply as a humanist, which he defined as “a secular type of interpretation for everything related to human life and destiny; God is seen through the eyes of man, not man through the eyes of God.”

After the Taliban government was overthrown in 2001, Mr. Royesh moved from Ghazni Province to Kabul to open Marefat High School. After years in which the Taliban had completely marginalized women in public life, he found considerable success in urging parents to send their daughters to his school. Today, about 44 percent of the more than 3,000 students at Marefat are girls. In fact, classes initially were coeducational, something unheard-of in Afghanistan. That changed in 2006, when the national Ministry of Education insisted that boys and girls be segregated as a condition of accreditation.

Marefat follows a secular curriculum, and girls and boys interact on the student council, in the student Parliament and clubs. Girls wear head scarves not because they are part of a compulsory dress code, Mr. Royesh said, “but because of their respect to the culture of the community.”

In 2009, those girls took a very public role opposing a law to give Shiite clerics control over the administration of family law for Shiite Muslims, which they derided as being deeply misogynistic. “The clerics were furious, and accused us of teaching Christianity and anti-Islamic values,” he said. “They sent a mob to attack the school, to burn the school. They called for my execution.”

“Fortunately,” he added, “the Interior Ministry sent the special forces.”

In 2012, Marefat was again attacked, accused of being pagan and anti-Islamic. The national council of clerics issued a fatwa attacking it, and the Ministry of Education responded by demanding that Mr. Royesh’s civic education courses be dropped. But the National Endowment for Democracy agreed to give money to establish Marefat Radio, which broadcasts the course content for four hours a day.

Mr. Royesh’s relationship with Mr. Ghani has worsened after the killing of the seven Hazaras. He helped organize a protest in which tens of thousands of mostly peaceful demonstrators descended on the presidential palace on Nov. 11, 2015, carrying the coffins of the victims. Some were met with gunfire when they tried to enter the grounds, though no one was killed, he said.

Since then, though, resignation has been outpacing defiance, and Mr. Royesh said he knows hundreds of high school and university students who have given up and joined the migration trail. Losing educated young people “is a disaster for Afghanistan,” he said. “But don’t call me a pessimist; I’m optimistic still.”
The Kite Runner

Section I: Short Answer Instructions:
Please read the question thoroughly before answering in 2-3 complete sentences.

1. The novel is titled *The Kite Runner*; discuss the significance of this title (including details beyond the identification of the titular character)

2. When Rahim Khan tells Amir “There is a way to be good again,” in what ways could he mean that?

3. What is the significance of the kite fight to Amir before the incident in the alley? How does this earlier significance impact the meaning of that day to Amir afterwards?
4. What is meant when Hassan is described as having great veracity, and as a guileless friend to Amir?

5. In what ways does Baba demonstrate what sort of man he wishes Amir would be?

6. What clues might a reader have as to Hassan's true parentage before it is revealed that he is Baba's son?
7. How does a reader see the concepts of nang and namoose (honor and pride) impact how Baba lives his life?

8. How do those same concepts (as in question 7) impact the way that General Taheri lives his life?

9. What does it mean that Assef is a sociopath? How do you see that affect his motivations and the actions he takes?
10. In what ways is Sohrab like Hassan? What similar character traits can you see?

11. What examples of poetic justice do you see in the novel?

12. In what ways do you see the concept of redemption throughout the novel? Do you think Amir was actually able “to be good again”? 
Section II: Short Essay Response: Throughout the novel, there are several recurring images (such as the pomegranate tree, kites, kite fighting, eyes, cars, money, ect.). Identify one such image (from the list above or another one you think of) and explain why it is significant in the novel (what it might represent) and how its recurrence forms a deeper meaning for the narrative.
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 purpose of the content you will teach in this learning segment.

   [ The central focus for IB (International Baccalaureate) is the cultural and contextual value of the works studied. The content is built around works that fit into the category of “World Literature,” focusing on thematic development, motif, style and impression and effect of the author. For this unit, students will focus on identifying themes and ideas form a text and analyzing them to connect to previous knowledge and to develop analytical ideas based on textual evidence. ]

   b. Provide the title, author (or, if a film, the director), and a short description (about a paragraph in length) of salient features of the text(s) that a reviewer of your evidence, who is unfamiliar with the text(s), needs to know in order to understand your instruction. If there is more than one text, indicate the lesson(s) where each text will be the focus. Consider including the following in your description: genre, text structure, theme, plot, imagery, or linguistic features, depending on the central focus of your learning segment.

   [ The novel The Kite Runner, by Khaled Hosseini, tells the story of an Afghan boy as he grows up in the divided and turbulent setting of Afghanistan in the late 1970s and how he flees along with his father to America, where he grows up, plagued by the decisions he made as a boy back in Afghanistan, including the betrayal and abandonment of his close childhood friend and the resulting familial obligation. The novel includes themes of brotherhood, shame vs guilt, betrayal, nationalism, redemption and the relationship between fathers and sons. ]

   c. Given the central focus, describe how the standards and learning objectives within your learning segment address students’ abilities to use the textual references to

      - construct meaning from, interpret, or respond to complex text
      - create a written product, interpreting or responding to complex features of a text

   [ Given the central focus, the unit constructs an approach to the text that works to create an understanding of the complex historical and cultural context of the central text, The Kite Runner. The unit includes lessons that ask students to form meaning from the text, to make claims and to support those claims and ideas with textual support. Throughout the unit, students are responding to the text through different written exercises and products, working toward the construction of a central idea or purpose seen throughout the text that could be used in the creation of a larger thesis. Students are asked to research cultural and historical information that provide the context of the novel as it takes place in and around Afghanistan across three decades. Students also engage with characters in a holistic manner, establishing motivations and interpretations of the text based upon their understanding of complex character elements. Students also respond to complex features of the text, such as theme, motif and style, tracking those elements through the novel and commenting on how those elements’ changes impact the effectiveness of the narrative. ]

   d. Explain how your plans build on each other to help students make connections between textual references, constructions of meaning, interpretations, and responses to a text to deepen their learning of English Language Arts.
Each lesson plan relies on ones before to use skills and activities performed earlier in the development of the next lessons. approaches to the text and different reading comprehension activities build into each other, ranging from large and small group work to scaffold into independent and individual work. Students are asked to bring prior knowledge into discussions and analysis of the text, both from contextual information regarding history and culture that is built into the unit as well as to make connections to texts previously read in the class. Their research on the historical context of the novel is needed as students continue reading to make connections to cultural motivations that spur on the plot of the novel. Connections to a previous unit on genocide and the reading of *Survival in Auschwitz* can be made to the genocide within ethnic conflict in Afghanistan. The lesson plans build upon that prior knowledge, as well as scaffold reading strategies that involve different degrees of summarizing the reading after the assigned dates. Students will also be working toward presenting their ideas and analysis in front of the class, and activities will build toward them working in small to large groups as they gain confidence and the ability to present in front of and along side their peers. Students also move in and out of groups to develop good working practices with a variety of classmates.

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.

<table>
<thead>
<tr>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Students will need to be able to read and interpret a complex text, being able to identify and track elements of the novel, such as themes, motifs, and design choices by the author, in order to analyze changes and the impact of the text. Based upon previous assessments from their first semester in this class, all students have at least a basic understanding of these concepts and have been able to identify symbols ideas, authors’ methods and universal purposes in a text. Students are still learning how to apply elements that they identify in a text by making connections to interpret deeper meanings. While they understand how to identify important plot points and make cross-textual connections, some students are still learning how to interpret the significances of these cross textual connections.]</td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td>Students are predominantly white, from small-town rural communities. Some students are bilingual, but all predominantly speak English. All students are expected to independently read assigned texts on their own, mainly outside of class. Students are all supplied with iPads in order to have access to additional materials, such as supporting texts and research. Some student live in town and some have predominantly agricultural backgrounds, coming from families that live on small farms and ranches around the town where the school is located. Regarding the central text, many students are aware of Afghanistan within the context of American news reports, as well as contact with individuals who have travelled there as a part of the US Military, but have little experience with Afghan culture beyond these things. Students are predominantly Christian, LDS, or non-religious. ]</td>
</tr>
</tbody>
</table>

3. Supporting Students’ English Language Arts 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.

[ Based upon students prior knowledge, I have brought in supporting and supplemental texts, such as the article in the instructional materials, that provides a further look into cultural and historical contexts of the novel. As the culture of the students is quite different from the culture of the author and the characters in the novel, the extra resources have helped to shape conversations by giving students a handle on cultural values and divisions that come into play in *The Kite Runner*. Students are also asked to connect this new information with past knowledge from previous texts, like *Survival in Auschwitz*, in order to make observations regarding themes and motifs that could be seen in both texts. Understanding the complex and intertwined history of the students’ cultures along with the culture of the characters in the novel is an important aspect of the plan as there are many opinions and ideas about the complicated religious, political and social aspects involved. Using techniques such as described by Kylene Beers in *When Kids Can’t Read*, students will take opportunities to reflect and make connections as they read, taking turns to ‘say something’ in small group discussions and in their journal responses. ]

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).

[ The lessons are structured to engage with students in many different ways by organizing work to be done in partners, small groups, and large groups and as a whole class. This is done to accommodate students who work well in different settings and to also encourage movement in the classroom in order to continue to engage with different kinds of learners throughout the entirety of the ninety minute class period. Reading supplemental texts in small groups and then discussing them in large groups, as well as structuring journal activities to first be read to partners and then only after that to be read or shared out to the whole class sets up all students with time for rehearsal. This rehearsal time sets up students, both those who may be struggling as well as those who are not, to formulate and consider their thoughts with each other, and to process connections based upon some feedback from classmates before being asked to give what could be assessed as a sort of ‘final answer’ in their discussion or final draft of journal entries. Students, such as the gifted and talented learners in the class, will be given time to write out their thoughts and be given additional time to work on journal responses if they finish other activities ahead of the rest of the class. The two students in the class who struggle reading will be given support within the structure of discussions as they will be given rehearsal time by working first in partners before contributing to the large group class discussions, as well as work to do after reading activities. These activities, as described by Kylene Beers in *When Kids Can’t Read*, give the students a chance to verbally process their comprehension through summary and responses, as well as giving opportunity to respond with questions. A general question time will be given throughout the lessons as well, just to ensure that all students are keeping up, or in case
some students, such as the three gifted and talented students, are making connections that others may not have thought of. [)

c. Describe common student errors or misunderstandings within your central focus and how you will address them.
[ Common student errors in identifying elements form the novel can be to simply not make deeper connections to cultural meanings that might only be hinted at in the text. moving from analysis of explicit elements of a novel or story to analysis of implicit elements is a difficult process, and so will need to be addressed. Some forms of that address will be to model how I understand and make connections, by talking through a thought process while reading, as well as providing more tools to understand and repackage language that may be within cultural contexts outside of some students experiences. ]

4. Supporting English Language Arts 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 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>Describe</th>
<th>Evaluate</th>
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<tbody>
<tr>
<td>Explain</td>
<td>Interpret</td>
<td>Justify</td>
<td>Synthesize</td>
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[ Students will be able to analyze meaning from a given portion of the text, working through understanding the text and communicating what the text means beyond a surface level reading. Students will analyze the meaning of the text, to come to conclusions about what the text is saying and implications that could come from the text, demonstrating that they have read and understood the text, that they have a high degree of literacy and comprehension of the central text. Given a quote for their journal assignments students will demonstrate a deeper understanding of the text and implicate thematic elements that form that meaning. ]

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

[ In the second lesson of the learning segment, students are asked to analyze a quote and respond in their journals, demonstrating an understanding of the significance of the quote and an understand as to why the theme referenced in the quote has a greater significance in the novel as a whole. This activity gives them practice in both analysis and summary, as well as in supporting their answers with examples from the text. By having them identify a quote, they are taking a stance on something based in the text, rather than taking a stance on theme related to the text. ]

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
- Plus at least one of the following:
Task 1: Planning Commentary

- Syntax
- Discourse

[ Students will need to know the differences between themes, imagery, and motifs, and understand character motivations as opposed to author motivations. They will need to be able to discuss the impact of an author’s choices on the text and how all of those elements come together to form meaning that allows for analytical approaches to reading. ]

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 (language function, vocabulary, discourse, or syntax).

[ In class discussions, especially regarding activities that ask students to identify an image or theme such as in journal activities or in the assessment portion of the learning segment, students will use the language demands that they will have developed through scaffolded activities such as the reading of different supplemental resources and texts along the course of the unit. ]

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, including a written product, will provide direct evidence of students’ abilities to construct meaning from, interpret, **OR** respond to a complex text **throughout** the learning segment.

[ The formal assessment will ask students to respond in short written answers as well as a long-form written product to identify images, motifs, themes and ideas from the text and to demonstrate as to how those changed over the course of the narrative and impacted the meaning of the text. They will be asked to demonstrate a degree of independent thinking regarding connections that they make based on evidence forms eh text. Overall, students will be responding to the complex text (The Kite Runner) throughout the learning segment, in small group and large group discussions, as well as in journal responses and in daily quizzes. ]

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

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).

[ Scaffolding work ahead of time, along with setting up students with the skills they need to be able to at least know certain ideas and motifs within the text if not also know how to identify additional elements should prepare students who may be underperforming in the class to have an opportunity to demonstrate their learning based upon participation in scaffolded class activities and discussions. The test will cover information that was presented in in-class discussions, so students, such as the two who are struggling readers, will have covered the information in class, and so will not be at a disadvantage compared to their classmates who may gain the content entirely from independent reading. Gifted students will be able to write additional information in the essay section of the test should they complete the short answer section of the assessment in a shorter amount of time than the majority of the
class, and also will be able to check out the next novel the class will be reading after the test is done, so should they have more time, they can begin reading in class.
1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

[ The lesson shown in the video clips is the first (1) lesson from the lesson plans. The clips show the discussion of themes and ideas following the quiz (Clip1) and the small group discussions following the reading of the supplementary text (Clip2). ]

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?

[ The class featured in the video clips is a rather talkative group; the class takes place near the end of the day, and so the students are rather talkative following lunch, especially as they see the end of the day coming. Because of this, it is necessary to interact with them in a way that maintains control of the classroom and keeps students engaged, which may require slowing down a discussion or repeating questions. It also may include fielding comments from different students regarding their classmates, and helping to mediate when students begin to talk about each other rather than each other’s ideas. In the discussions in the video, both with the entire class and in small group contexts, I demonstrated the elements of a positive learning environment by listening to students answers and responding by repeating their answer back, to both show that I heard it as well as to ensure that other students heard and may respond, and then also by responding to their thoughts and ideas with either a follow-up question or a pertinent thought of my own. In some instances, I answer with a follow up question in a way to clarify a point that a student may have wondered about (Clip 1, 2:00). In other instances, I gave an example of my own perspective from when I read the book, comparing how I felt to how a character is set up in the novel (3:00). If a student who is usually shy in class offers up a point, I try to make an effort to thank them for their thought, or if a student offers insight regularly, then I try to ask a follow-up question to challenge them in a more engaging way beyond a surface level summative answer, or to simply ask for textual support (Clip 2, 00:35). In this specific moment, I am talking to groups that I have broken up in order to read an article that supplements the central text with additional information. As they gave answers, I tried to ask them ‘how’ and ‘why’ questions so that they would give me more than simple ‘yes’ or ‘no’ answers and to ask them to think beyond a summary of the article or novel.]

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 constructing meaning from, interpreting, or responding to a complex text.

[ In the video clip, the class is discussing the text The Kite Runner, including themes and ideas from the final quarter of the novel. Starting at a simple summary level, questions I ask require the students to first recall the events that took place in the narrative from their assigned reading and then, through subsequent questions, to make connections to themes... ]
and motifs (that we had identified earlier in the reading) and to think through the implications of characterization through character arcs and motivations of characters. I ask students to report what happens to characters like Amir and Soraya (Clip 1, 02:20), to think through their responses to their circumstances and to make inferences as to what their motivations are and how those motivations have changed over the course of the novel.

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

In the discussion, I ask students to think about the actual events that the fictional characters interact with, specifically within the context of America after the events of September 11, 2001 (Clip 1, 01:00). The characters in the novel are Afghan immigrants in the US, and exploring their reactions to those events opens up experiences that are a bit removed from the experiences of the students’ own cultural and personal contexts. The discussion and the article that the students read and discussed in the latter half of class also required students to recall information from a previous research project on the historical context of the book and the recent cultural history of Afghanistan. Here, I am asking for follow up about the article’s implications regarding the novel (Clip 2, 1:05). The article gave information regarding Afghanistan from a recent news article. I asked students how they thought characters in the novel would have responded to the changes that have happened in the time since the novel took place, and asked them to relate their answers to earlier conversations about characterization in the novel, and to support their claims with examples from the text. Understanding cultural differences and implications, along-side how those differed from the students’ own experiences, was key in engaging in the class discussion. The exploration of new cultural contracts and concepts came along side an understanding of the personal and cultural contexts of both the students and myself within the classroom discussion. Asking students explicitly for their emotional reactions to certain scenes helps to get them to process how they first thought of the scene, and then we have a chance to talk about the structure of the narrative and why those scenes were impactful (Clip 1, 7:30). Students were also asked to connect the supplementary text of the article to the context of the novel and make inferences about how characters might respond to changes, showing an understanding of the characterization in the novel.

4. Deepening Student Learning during Instruction

Refer to examples from the clips in your explanations.

a. Explain how you elicited and built on student responses to promote thinking and develop students’ abilities to construct meaning from, interpret, OR respond to a complex text.

In some instances in the discussion, I offered both general questions to the class as well as specific questions to specific students. To clarify meaning, I started the discussion with questions about the summary of the assigned reading (Clip 1, 00:14) and then moved on to analysis questions (Clip 1, 01:05), asking students to make connections to their personal contexts as well as to previous knowledge from the book and other readings. I ask students to note changes over time in the novel and in the historical context of the novel (in this particular case, Afghanistan form the late 1970s to the early 2000s). When students responded to questions, I tried to build on their responses by either asking a question to clarify or expand their answer or by giving more information in order to support their answer. When a student gives an informative answer citing a quote about what a character does, I tried to ask a follow-up of why a character might have acted in such a way, to help the students think in a way to construct meaning beyond the surface level of what the text said.

b. Explain how you supported students in using textual references (or, if a film, visual references or dialogue) to check or justify their constructions of meaning from, interpretations of, or responses to complex text.
In discussions of both the novel in the large group discussion or the small group discussion of the article, I ask for specific examples from the text for support of answers, even in short summaries of the reading, in order to discuss the diction used in the book as well as to discuss the characters’ motivational implications of the way that they are described, such as when (in the first video clip) we discuss how characters react to the events of 9/11, and why characters like Sohrab might wish to just ‘sleepwalk’ through it all (Clip 1, 05:20). For the discussion of the article (which takes place in the second video, highlighting work in small groups), students needed to answer based upon the text by showing what they were reading and to construct meaning based on the implications.

5. Analyzing Teaching

Refer to examples from the 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 (such as students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[There are instances where I believe rather than giving information that I had from the reading, I might have done a better job engaging in questions to help students come to their own conclusions, like when we discussed information about connecting the reading to the historical information we had studied about the Taliban (Clip 2, 1:00). Some students may have gotten to different learning outcomes in a better way had I helped formulate questions to guide them, rather than simply relating my own insight. I tried to form the groups to help students break up into discussion groups that had a variety of learning abilities, so that groups would not all have the same reading abilities or struggles (should that be an issue). For those students, I might wish to follow up specifically with them rather than just ensuring that the group understood some points and connections I wanted them to make. In future lessons, I could include a specific assessment for that day, but in this case, I just wanted to have some small-group discussion to help students assess contextual understanding through the supplemental text of the article, so I followed up with each group rather than each student. There were some students therefor who demonstrated a clear summary of the reading, but may not have also made the connections to deeper understanding that other students made. Also, while our discussion touched upon what scenes were impactful, and emotionally effective, I did not ask too many follow up questions as to how one might construct those impactful moments in writing (Clip 1, 7:40). Looking back at the clip, I think that we could have had a very profitable discussion talking through why thematic elements were useful in creating an impactful narrative. We spent a good deal of time talking through scenes in the whole novel across the whole unit, and I think I could have been better at asking questions about what narrative structures and repeated imagery made those scenes ‘work.’ Deconstructing the narrative then might have been useful in seeing how the author used different tools well. I also was careful to balance asking questions of multiple people across the classroom, but there were still a few students who I noticed did not speak during the video clips, including one of the struggling readers. While I want to account for students who might be internal processors and gain much from listening, I do think that I missed opportunities to ensure that they were tracking well with everything else that was being said, even in a small ‘exit ticket’ or some sort of similar strategy that I neglected to utilize that day in class.]

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.
[As I mentioned in part ‘a’ of this question, I could have used an ‘exit ticket’ type strategy to follow up with individual understanding. With both discussion over summarizing and analyzing elements of the text that we read, it was important to engage with both to ensure that students were comprehending not just concepts explored in the reading, but also the simple meaning of the text itself, which could be achieved through an activity to assess both. Building on the discussion either in future lessons or by amending the lesson in question would be in lines with principles and theories outlines by research presented by people like Kylene Beers, who advocates for systematic checking of comprehension, scaffolding instruction so that students can build upon previous knowledge. Also, the principle of guiding a discussion through open ended questions (that do not have simply ‘yes’ or ‘no’ responses) has been shown to have a great impact on students making their own connections and recalling that information at a later time.

I think that checking on students, even asking for a show of hands, or amount of fingers, or some sort of ‘exit ticket’ strategy to assess learning for the day would have been helpful to check in on the students, particularly the two students I have identified in earlier documents as struggling readers. The discussion was upbeat and consistent, but I think that while I tried to ask specific students questions throughout, I might have helped ensure a more complete participation if I had incorporated an assignment that would have included all of them, as well as given them an avenue to give me feedback in case they needed to communicate something that class time did not give them an opportunity to. Also, building in response time for students to give feedback for myself, as described by theorists Kylene Beers and Jim Burke, gives them a chance to tell me something they may not provide in class discussions, and so help me better my practices.]
The Kite Runner

Section I: Short Answer Instructions:
Please read the question thoroughly before answering in 2-3 complete sentences.

1. The novel is titled The Kite Runner; discuss the significance of this title (including details beyond the identification of the titular character). The Kite runner was first Hassan, then Amir. The one running the kite seems to be loyal to the other. Perhaps it is used as a symbol of being loyal to a family member.

2. When Rahim Khan tells Amir "There is a way to be good again," in what ways could he mean that? One could return to old customs, return to God (or Allah in this case), or simply make up for the past. Amir did all three with Sohrab.

3. What is the significance of the kite fight to Amir before the incident in the alley? How does this earlier significance impact the meaning of that day to Amir afterwards? He won something important to him with Hassan. It meant that he could have a good relationship with Baba. After that, he felt selfish for wanting that and for letting Hassan pay for it in the blood from his butt.
4. What is meant when Hassan is described as having great veracity, and as a guileless friend to Amir?

He is blindly loyal to Amir. If Amir wanted or needed anything, Hassan would help him get it without even being asked.

5. In what ways does Baba demonstrate what sort of man he wishes Amir would be?

He shows Amir the man he wants him to be. He tries to ignite the spark that would make Amir stand up for his beliefs, friends, or family.

6. What clues might a reader have as to Hassan’s true parentage before it is revealed that he is Baba’s son?

How Baba treats him as more than a servant. He got Hassan’s face fixed, grew proud when Amir suggested replacing them, cried when Hassan and his “father” left, and even wished for him to be there for Amir’s graduation.
7. How does a reader see the concepts of nang and namoose (honor and pride) impact how Baba lives his life? They see him stand up for the Russian woman at threat of death. Also, they see Baba help his son find a bride in the traditional way.

8. How do those same concepts (as in question 7) impact the way that General Taheri lives his life? He stays as traditional as possible. He even refuses to work because that would be "unworthy of his standing."

9. What does it mean that Assef is a sociopath? How do you see that affect his motivations and the actions he takes? Sociopaths lack the ability to feel empathy. They selfishly follow their own desires without the ability to comprehend who it is they're stepping on. I kind of figured that that was his problem from the very beginning, or at least chapter 7. That mental illness was pretty easy to spot.
10. In what ways is Sohrab like Hassan? What similar character traits can you see?

He is shy, nervous, and a bit of a trouble maker. They both end up holding a great deal of affection for Amir, and both got taken advantage of.

11. What examples of poetic justice do you see in the novel?

Assef loses his eye so I guess an eye for your half-relatives virginity? Amir makes up for his mistakes with Hassan by taking in and helping his son. Amir claims his nephew, and stands up to General Tahiri.

12. In what ways do you see the concept of redemption throughout the novel? Do you think Amir was actually able "to be good again"?

Overall, the kite running was a huge circle. It took Amir a good portion of the book, but he was eventually able to come full circle. Amir became bad after kite running with Hassan, but when he ran for Sohrab, that's when he got redeemed.
Section 11: Short Essay Response: Throughout the novel, there are several recurring images (such as the pomegranate tree, kites, kite fighting, eyes, cars, money, etc). Identify one such image (from the list above or another one you think of) and explain why it is significant in the novel (what it might represent) and how its recurrence forms a deeper meaning for the narrative.

Kites were an important image. They represented hopes, freedom and dreams all throughout the book.

Before the Taliban, kites were flown. Amir and Hassan worked together, and ended up the best. Amir's dream of being liked by Baba was finally able to come true. His kite was the last to fall, and Hassan ran to grab it for him.

That did not go over so well, and everything suffered. Hassan lost his dream of getting even closer to Amir, and Amir could not bear the price of that dream.

From then on, they lost all interest in kites, and stopped hoping for new things. Baba was pleased, his dream of his sons working together to get something amazing. He was the one to take over aspirations.

Amir took the proverbial kite back in America. He fell in love, and married a beautiful Muslim woman. Meanwhile, the Taliban offered people in Afghanistan were banned from flying kites.
This symbol probably fits best into the ending. Sohrab is just beginning to have hopes and aspirations again. Amir runs the kite for him, and with every motion he safeguards his nephew so that Sohrab may dream once again.

I like your insights about the kite representing hope, although you do spend a lot of time summarizing rather than fleshing out your analysis. Still, great thoughts.
The Kite Runner
Section 1: Short Answer Instructions:
Please read the question thoroughly before answering in 2-3 complete sentences.

1. The novel is titled *The Kite Runner*; discuss the significance of this title (including details beyond the identification of the titular character)

   This title is significant as it is about Hassan and more importantly, his legacy through Amir's life. Not only did Hassan run kites, but he gave his innocence in order to run Amir's.

   13

2. When Rahim Khan tells Amir "There is a way to be good again," in what ways could he mean that?

   He could literally mean good vs. bad, in which case Amir can do the morally "good" things. Or Rahim Khan could mean being a good man, and therefore Amir could do what a good man would do, similar to Baba's ideals.

   13

3. What is the significance of the kite fight to Amir before the incident in the alley? How does this earlier significance impact the meaning of that day to Amir afterwards?

   Before the incident, this kite fight represented Amir's chance at Baba's affection. After the incident, the kite fight represents Amir trading his best friend for his Father. This was his greatest misdeed.
4. What is meant when Hassan is described as having great veracity, and as a guileless friend to Amir?

Hassan is entirely honest and loyal to Amir. He is never manipulative and sticks by Amir after everything Amir has done to him.

5. In what ways does Baba demonstrate what sort of man he wishes Amir would be?

Baba demonstrates this by praising Hassan for everything he wishes Amir would do. Baba doesn’t condone Amir’s childhood lack of boyishness, and expresses his pride in Hassan.

6. What clues might a reader have as to Hassan’s true parentage before it is revealed that he is Baba’s son?

There are many clues to this, but the greatest is Baba’s affection. It is made clear that Baba doesn’t give Amir anything he wouldn’t give to Hassan, similar to parents refusing to pick favorites. In many ways, Baba expresses his affection for Hassan more than he does for Amir.
7. How does a reader see the concepts of nang and namoose (honor and pride) impact how Baba lives his life?

Baba demonstrates nang and namoose all throughout the book. In Afghanistan he is a charitable yet successful man, and is humble. In America, Baba works the lowliest jobs and maintains his pride.

8. How do those same concepts (as in question 7) impact the way that General Taheri lives his life?

General Taheri sees honor through pride. He is too proud to work a lowly job like Baba, and believes that it would be dishonorable to do so. He is a foil to Baba.

9. What does it mean that Assef is a sociopath? How do you see that affect his motivations and the actions he takes?

This means that Assef will do socially unacceptable things in order to do as he sees fit. This is shown through his faith in Hitler, and his rape of Hassan. It is not that Assef necessarily enjoys the rape, but that he feels the need to punish Hassan. He feels no remorse and no empathy.
10. In what ways is Sohrab like Hassan? What similar character traits can you see?

Sohrab is like Hassan in that he truly is a reflection of Hassan's youth. Sohrab is great with a slingshot, plays panj-e-pes, and looks just like Hassan did. He is also an honest boy, with undying affection to his father, similar to Hassan's affection for Amir.

11. What examples of poetic justice do you see in the novel?

There are 2 main examples that I see. The first is that Kamal was raped by Hassan after he stood by and let him rape Hassan. The second is that Hassan lost his eye shot out by the son of the boy he raped for making that very threat.

12. In what ways do you see the concept of redemption throughout the novel? Do you think Amir was actually able to "to be good again"?

Redemption is a common theme in regard to Amir. The largest point of this is his rescuing Sohrab. I think it is possible for him to be good again, but it'll take more than just rescuing Sohrab. He has to be a father to Sohrab.
Section II: Short Essay Response: Throughout the novel, there are several recurring images (such as the pomegranate tree, kites, kite fighting, eyes, cars, money, etc). Identify one such image (from the list above or another one you think of) and explain why it is significant in the novel (what it might represent) and how its recurrence forms a deeper meaning for the narrative.

I believe that kite fighting is the most important recurring image in the novel. The actual kite fighting is representative of the battle between good and evil. This is clearly illustrated with the red and blue kite colors, and the main character's decision. By choosing the kite he fought for, and therefore Baba's affection, Amir has chosen evil over good.

To a lesser extent, this is shown with Sohrab. Sohrab can choose to let his longing for the past and desire of death consume him, or he can choose to move on and start a new life. This recurring theme forms a deeper meaning because of the internal conflict we all face. Every day we must make our decisions and fight our battles. The novel uses this to further demonstrate the impact of the decisions made, while keeping the reader on a personal level.

Is blue bad?

Good job. Nicely done.
The Kite Runner

Section I: Short Answer Instructions:
Please read the question thoroughly before answering in 2-3 complete sentences.

1. The novel is titled The Kite Runner; discuss the significance of this title (including details beyond the identification of the titular character)
   The significance of this title is that Hassan flew kites when he needed to feel in a way liberated, and when he passed away, Amir tried to help Hassan's son fly kites kind of in commemoration of his father.

2. When Rahim Khan tells Amir "There is a way to be good again," in what ways could he mean that?
   It meant that what is done, is done, and there is no way that Amir can fix things with Hassan. What he did was bad, and Amir is dirty now.

3. What is the significance of the kite fight to Amir before the incident in the alley? How does this earlier significance impact the meaning of that day to Amir afterwards?
   The significance of the kite fight to Amir was a lot. It impacted his feelings. After that day, Amir's past significance of the kite fight impacted him because he was reminded of the incident.
4. What is meant when Hassan is described as having great veracity, and as a guileless friend to Amir?

5. In what ways does Baba demonstrate what sort of man he wishes Amir would be?

He demonstrates the kind of man that he wishes Amir would be by his actions, teachings, and words. He tells Amir that lying is bad, not to lie, or steal, and to be good.

6. What clues might a reader have as to Hassan's true parentage before it is revealed that he is Baba's son?

The clues that the reader might have to Hassan's true parentage were the way Baba was always telling Amir that they were not just servants. Baba also took a lot of interest in Hassan.
7. How does a reader see the concepts of nang and namoose (honor and pride) impact how Baba lives his life?

It impacts how Baba lives his life because of his honor and pride, he didn't want to reveal that Hassan was his son. He also didn't want to be treated as a cancer patient which I also think has to do with his honor and pride.

8. How do those same concepts (as in question 7) impact the way that General Taheri lives his life?

General Taheri is strict which not only has to do with nang and namoose, but also with the fact he is a general, He seems to want things to be done right and tries to be an honorable man.

We also see it impact his family in many ways.

9. What does it mean that Assef is a sociopath? How do you see that affect his motivations and the actions he takes?

Assef being a sociopath means that he is crazy. His actions are bad such as when Hassan's son was forced to dance and more.

Sociopath doesn't mean "crazy" exactly, it means he feels no guilt for wrongs and no empathy for other people.
10. In what ways is Sohrab like Hassan? What similar character traits can you see?

Sohrab was like Hassan in many ways such as the way they both liked to fly kites and the way they've both suffered greatly. They both seemed pretty innocent as children too and they were both victims.

11. What examples of poetic justice do you see in the novel?

"Poetic justice" is kind of karmic, the plot of a narrative brings about justice, like Assef becoming "one-eyed Assef" after so long, and Sohrab being the one to avenge his father.

12. In what ways do you see the concept of redemption throughout the novel? Do you think Amir was actually able "to be good again"?

I think that a natural type of redemption we see is the way that Amir ended up with a scar on his lip. It was like nature wanted him to feel somewhat like Hassan felt. Also, the way Amir takes in Sohrab is like paying a debt to Hassan. I don't think that he was able to be good again, because the damage he did to Hassan will always be there, but I think he did change and came real close.

So, he cannot undo wrongs, but he was able to grow and change to be better.
Section II: Short Essay Response: Throughout the novel, there are several recurring images (such as the pomegranate tree, kites, kite fighting, eyes, cars, money, etc). Identify one such image (from the list above or another one you think of) and explain why it is significant in the novel (what it might represent) and how its recurrence forms a deeper meaning for the narrative.

One extremely significant recurring image from the novel is kites and kite flying. I think that it is significant not only because it is mentioned in the title, but also because it allows the reader to get more into character with the book. Most people have that one activity that allows them to go into another world and forget what’s happening. It’s a way of letting go of what’s inside.

To Hassan, it was a way of escaping. When that kite started flying, he must’ve felt free. It is a way that the author allows the reader to try to understand Hassan more. It is also something that allows Sohrab to have a connection with his father even after he is gone. It something that was passed down. The kites and kite flying was significant because it’s not only part of their culture, it is a part of Hassan and now a part of Sohrab too.

What do you think kites/kite flying want to Azzar? *12

What does it mean that the Taliban took kites away?
1. Analyzing Student Learning

   a. Identify the specific learning objectives measured by the assessment you chose for analysis.

      [ The chosen assessment demonstrates the students' progress in summarizing and analyzing a complex text, specifically in response to their reading and discussion of the novel *The Kite Runner*. The students were tasked with responding to short answer questions to both demonstrate their reading and comprehension of the text by accurately reporting a form of summary according to questions, as well as to demonstrate thought through analysis of the passages they summarized. The summative assessment required that students make connections to the text by examining motifs from the text as well as defining key words and concepts. ]

   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.

      [ As a whole, the class demonstrated their ability to summarize and then analyze the text of the novel *The Kite Runner* on the summative assessment. After reading the novel and discussing ideas and motifs from the text in small and large-group oral discussions as well as in written responses, students analyzed the text as they responded to short answer questions. As a whole, the class achieved the learning objective, with an average score of a 'B' on the assessment. Students were able to identify key components and elements from the text, such as characters' motivations, and then in turn analyze the impact of elements such as characterization, recurring motifs and symbols in order to construct deeper meaning from the text. Students responses to the short answer questions could be scored with up to three points; most students showed the ability to make connections and support ideas with an example from the text, resulting in three points per questions, while some did not fully support their answer, resulting in two points, and a few students answered some questions incompletely, resulting in one point. If a student did not attempt to answer a question or showed zero understanding of the text, they received zero points for that question. The assessment had thirty six such questions, followed by a longer response question, for which students identified a recurring image and analyzed the instances in which it was used as well as the overall meaning and impact that the image had on the literary value of the text. ]

   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

      - constructing meaning from complex text
      - interpreting OR responding to complex text

   Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

   [ The assessment tasked students with both responding to a complex text as well as to construct meaning to a complex text, by analyzing the impact and use of elements such as a characterization, motivations, and recurring images and motifs in the novel *The Kite Runner*. ]
Student A shows consistent understanding of the plot of the text, and gives good answers as to the summary of the novel, but frequently does not support ideas for analysis with evidence from the text. The answers given show some understanding of the text and make connections from class discussions, but some do not fully answer the questions. Student B consistently answers questions clearly and consistently, with few omissions of support for given answers. Terms are clearly defined where necessary and multiple examples of characterization are used to analyze character growth and motivations over the course of the novel. Student C shows some need for additional work, with a few questions that are left incomplete or unanswered. However, student C still shows a basic understanding of the novel and makes some connections with broader themes and ideas. Specifically, for question number 11 on the assessment, which asks for the students to identify and analyze the use of poetic justice in the text, Student B identifies multiple examples from the text and constructs meaning based upon those multiple examples, whereas Student A only partially identifies an example from the text and does not draw clear conclusions. Student C did not attempt to answer the question. As a whole, the class did well, with 20 out of 27 students scoring either an A (90% or above correct) or a B (80% to 90% correct). The students who missed more did not miss significant portions of the assessment, and only 2 students scored less than a 50% on the test. There was no single question that a majority of the class missed, so all questions were assumed to be reliable, and so counted in the total scoring of the assessment.

d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[ N/A ]

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

[ Feedback was provided to students by writing directly on their assessments that were then handed back to them. General feedback was reiterated verbally to the whole class, but specific points of that feedback was presented as written points on the student’s work. ]

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

[ Student A received feedback on the assessment that addressed the strength of summary, which resulted in a longer answer on the last question. While the answer addressed the criteria, there were points that lacked anything beyond a surface-level summary of the text, and this was also true throughout the assessment, so the good ideas that were present were encouraged while I also asked for more thought. I talked to this student to ensure that they understood the key thematic concepts, and walked them through the way that I graded the test, based on giving a complete answer, a partial answer, or an incorrect answer (as seen in Part D). I wanted the student to understand why I assessed them the way I did, and asked them if they understood what they might have missed, and upon explaining it, they said they understood. Student B showed great insight in the analysis of the text, as well as creative approaches to the analysis, and so the feedback included questions about how those thoughts could be expanded or used in future assignments. There are also clarifying questions regarding information beyond what was assessed so as to give some room for thoughts beyond criteria that was met. For the response to the final ‘long form’ question, I gave some additional oral feedback, talking with the student about the possibility of ]
developing the ideas expressed in the response into a future longer and larger analysis project. Students will have an opportunity to talk about concepts we discussed throughout the unit in a future oral presentation that functions as the final for the class, so I encouraged him to think through the possibility of expanding his analysis to that kind of assignment.

Student C needed some basic help with vocabulary on some of the questions, and some responses were limited in analysis because of this. Feedback for Student C included reminders of definitions of key terms and basic ideas in order to address this individual need. I gave a definition to the words “veracity” and “guileless,” which were both vocabulary words from the unit, and reminded Student C where we had discussed those concepts in the book when I talked to them in class. I asked for reminders in class for what the words meant, even if the students got the questions correct, even just as a way to provide more rehearsal for the vocabulary words. Going forward, the students would not specifically get assessed on those words again, but reviewing in multiple forms, even just me writing on the test and reciting definitions orally when I gave feedback, is good practice in vocabulary instruction.

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.

I will work with each student individually in future lessons as we approach the next unit, which will build upon the learning segment by asking students to build upon the skills used in a similar way with a new text. Student A will need some encouragement to demonstrate more thought on responses and showing clear support of answers, and so in discussions, I will support this with demonstrating how I find support for points I have and working together with students to find evidence before asking students to again find supporting examples individually. I plan to model some journal answers, which are key in preparing and rehearsal for our discussions, and we will begin to do more of those in class, rather than relying on students to do them outside of class and then expecting them to turn them in at the end of the unit. Many students do an incomplete job since we do not hold them accountable until the end of the unit, and so by doing them each day in class, the journal questions and responses will be much more useful and I can gauge understanding as we go throughout the unit in a more formative way. Student B will be supported by asking them to make further connections within the analysis by using ideas developed in future assignments, such as future literary analysis papers that could also be built upon the text used in the assessment. Student C will be supported with additional review of key concepts and vocabulary, with an emphasis on ensuring that the practices in vocabulary instruction are done on time, a struggle with that particular student, which contributed to not being able to recall specific points of comprehension on the assessment. In terms of the learning objective, students were asked to analyze given examples of the text, or to provide an analysis by making cross-textual connections, and to do so they needed to understand that reporting plot points and narrative arcs was simply a form of summary, and not analysis, and so they showed that they understood the difference, which carried through to analyzing future texts in this and future classes.

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the 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 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, **AND**
   - discourse or syntax
   to develop content understandings.

[ In question number 5, students were tasked with analyzing character motivations and actions over the course of the text. Student A attempted at analysis of the text, but did not provide clear examples to support the given answer, whereas Student B gave clear examples of instances in the answer that provided an analysis of the character motivation in the novel, and Student C showed some analysis of the implications of the characters’ actions, but like Student A, struggled to fully support the given answer. In question number 4, students had to respond to a question that included vocabulary from the learning segment. Student B was able to use the words well, giving a clear answer that demonstrated understanding of the meaning of the vocabulary words. Student A, however, did not clearly show an understanding of the vocabulary beyond a general answer that showed an understanding of context. Student C did not attempt to answer the question and so did not successfully use the given vocabulary. All the students used varying examples of proper discourse and syntax throughout their assessments. Students were asked to answer questions in complete sentences and to identify things such as images and motifs, which each did in Section II of the assessment. ]

4. **Using Assessment to Inform Instruction**

a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction:
   - 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).

[ Overall, students demonstrate an ability to take a text and respond in a summary to connect important ideas to the text as a whole. Where students fell short in their analysis, they needed to either show more examples from the text or to indicate and analyze how those instances created a greater literary value for the text. For all the students, we will do more writing responses in class discussions, grouping students, such as the three focus students, into groups of students that demonstrate a variety of understanding. By controlling how small group discussions are formed, then students will not be left to simply work at their own level, but will share their knowledge so that groups of students are not left to simply not work. For Student A, who needs some reinforcement of supporting ideas, instruction will include explicit instruction and time to find supporting evidence of dead based on a given text; Student B, along with the class as a whole, will be encouraged to extend understanding of themes identified well in the assessment to future assessments of similar themes in the next unit; Student C will be included in small group discussions that will include more checks]
with the instructor, just in the course of class discussions, on comprehension of key terms and vocabulary from the text. All of these next steps, to varying degrees, will be sued to aid the whole class in their development, as struggling readers and underperforming students will both be helped by building future analysis on past concepts and by alternating group work.

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

[ Starting with reading comprehension as a first step in discussions for analysis of a text, from which a deeper meaning can be constructed, is an essential first step. Breaking down comprehension strategies and ‘invisible’ tasks taken to create meaning from a text is instrumental in theories and practices laid out by Kylene Beers. Using before, during and after reading activities to break down the meaning of a text and to create an environment where students can approach the text in differentiated groups is a way to help students access strategies for comprehension. Moving students in and out of small and large group environments helps to implement time for participation and rehearsal of participation so as to give each student the opportunity to express ideas and questions instead of only observing others in discussion. Also, scaffolding the themes from one text to the next allows students to trace motifs and ideas through multiple and related examples of literature so as to create meaning and analyze how themes work across genres as well as novels. Students will be able to then, having gone through scaffolded instruction, apply their knowledge to classes beyond their current one. ]
## Task III, Part D: Evaluation Criteria

### Pierce Gillard

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