Learning Segment Title: *Comprehending Folktales*
Grade: 4ᵗʰ
Context:

      Students in the class: _22_   Males: _10___   Females: _12___
      Students with IEPs: __1__   Students with 504 Plans: ___1__
      English Language Learners: _2___
      Language Proficiency Level (# of students at each level):
      Beginning: __1___ Intermediate: __1___ Advanced: __0___ Advanced High: __0___

Central Focus:

      How to identify the characteristics of folktales.

Lesson Plan Number: 1
Lesson Title: *Comprehending Fables*

Content Standards:
      (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
          (A) demonstrate knowledge of distinguishing characteristics of well-known children's literatures such as folktales, fables, fairy tales, legends, myths, and tall tales;

ELPS:
      2. (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

Learning Objectives:
      SWBAT1: Identify the basic characteristics of a fable.
      SWBAT2: Define the words fable and morals.
      SWBAT3: Create their own fable.

Language Demands	Language Supports
Function-Identify	• Ss will learn characteristics in anchor chart. • Ss will fill out graphic organizer, filling out the characteristics of a given fable. • Ss will be given list of short paragraphs and have to identify the morals.
Vocabulary	• Ss will be able to demonstrate knowledge of vocabulary words: fable and moral by identifying the moral in given short passages.
Discourse- Create their own fable	• Ss will use their toolbox and resources from the guided and independent practices to create their own fable.

Focus/Attention-Getter:

I will begin by telling my students, "We are going to begin learning about different types of stories in the next few lessons! Without explaining what they are yet, we are going to be watching a short cartoon as an example." To grab the attention of my students for this lesson, I will show the class a short three-minute video animation of a father teaching a simple lesson using one of Aesop's fables. The daughter is complaining about not having a purse that everyone else has, but ultimately decided against it when the dad told her to get a job. Similarly, he compares the situation to one of Aesop's famous fables, *The Fox and the Grapes.* Then, I will tell the students, "Now that you've watched the video, can anyone tell me the type of stories we are going to learn about?" I will allow to hear different responses of students, and ultimately say, "That's right! We are going to learn about fables!"

Background Information/ Lesson Rationale:

Like the video demonstrated, I will tell my students that each fable has a lesson that the author wrote the story specifically about. Though it is not always directly stated, fables always have a lesson to be learned. As the video portrayed wonderfully, these morals can be applied to life very easily. They are lessons that are important for us to each remember if we are in those same situations.
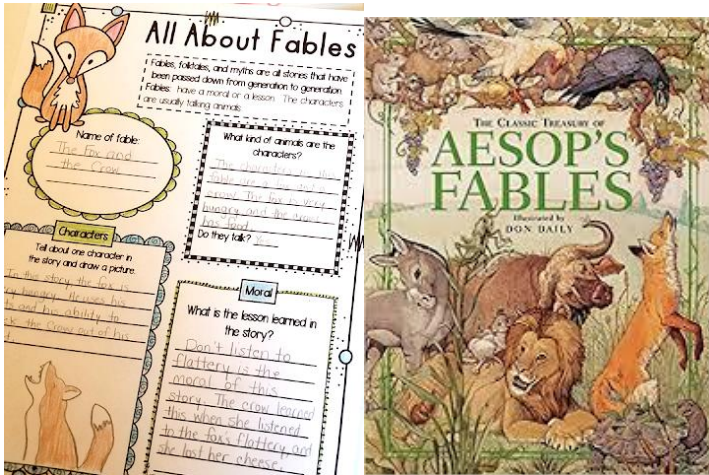
Input/Presentation/ Modeling:

For my modeling presentation of the lesson, I will use an anchor chart to explain to my students the different parts of a fable. I will also have a separate poster for reference as well. I will tell my students, "A fable is a short story that teaches a lesson. It usually has characters talking or acting like humans, which we have learned is called personification." I will point to the different illustrations on the anchor chart as I explain. Then I will say, "Another word for lessons that we will use when talking about fables, is a *moral.* A moral is simply another way of saying a lesson." The poster includes mostly illustrations with small captions underneath about the main parts of a fable, such as: personification, a moral, usually outside setting, weakness in character, few characters. **SWBAT2**
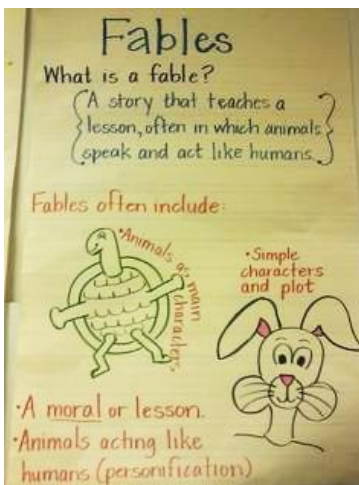
Guided Practice:

For my guided practice, I will be reading aloud to my students, and we will fill out a graphic organizer together. We will read out of *The Classic Treasury of Aesop's Fables* in order to read the fable, *The Tortoise*

and the Hare. I will explain to the students that Aesop is an extremely famous author for his hundreds of fables, and the *Tortoise and the Hare* is just one of the many examples of his fables. **SWBAT1**


Independent Practice: For my independent practice of the students, I will have them complete a fun sheet to practice their ability in identifying one of the characteristics of a fable: the moral. There will be three different paragraphs that the students will read. Each paragraph is a small excerpt of a fable, and it is the job of the student to write down the moral based on what they have read for each excerpt. **SWBAT1**

Modifications for Learners with Exceptionalities:
Students with IEPs/504 Plans- For my students with IEP/504 Plans, I will make sure that my instruction time is not too long, and instead concise and concrete. I will stick to a routine and ensure that I set aside time to check their understanding here and there. These students will be allotted more time for their assessment.

Students with Other Learning Needs: For my students with other needs, such as GT students, I will have them move a little farther in depth on the fun sheet. They will not only identify the moral of the excerpt, but they will also identify the characters and what the problem or weakness of the character is.

Students with Specific Language Needs- For my ELL students, I have translations of each fable, and will repeat instructions in Spanish, if needed. I have also included a visual poster along with my anchor chart, so that the ELL does not feel left out. I will also provide a Spanish outline of the assessment, and they will be able to write their fable in native language.
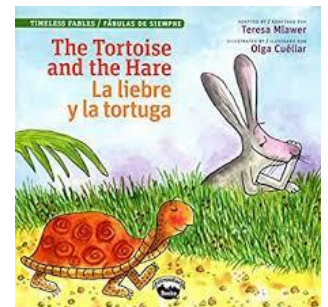
Assessment:
For my assessment to evaluate the level of the students' mastery in fables, I will have them create their own fable. I will provide each student with an outline to guide their work in creating the fable. The outline will include, in detail, the steps to reach the final step of writing out the fable in length. The boxes listed on the outline are as follows: "Main character, main character physical attributes, main character traits, minor character, minor character physical attributes, minor character traits, meeting of characters, characters' actions, problem, solution, and moral." Once the students have completed the outline, they will transfer over their sentences to a separate page and write out the fable. There are eleven boxes in the outline, and each will be worth two points. If the student completes the boxes in full, they will receive the full credit (twenty-two

points). Otherwise, I will evaluate for partial credit or no credit earned. There is a total of thirty points possible. If the student writes in complete sentences, and writes neatly, they will earn the remaining eight points. (Adjustments to meet learning exceptionalities listed under modifications.) **SWBAT 1&3**

Name _____ Date _____

Create Your Own Fable

Choose one animal to be your main character.	I chose a(an) _____ as my main character.
Write one sentence describing what the character looks like.	_____ _____ _____
Write another sentence describing its characteristic. (good, evil, trickster, etc.)	_____ _____ _____ _____
Choose another animal to be a minor character.	I chose a (an) _____ as a minor character.
Write one sentence describing what the character looks like.	_____ _____ _____
Write another sentence to describe its characteristics. (good, evil, trickster)	_____ _____ _____

Where do these two animals meet? (setting)	_____ _____
What do they do together?	_____ _____ _____
What problem do they encounter?	_____ _____ _____
How do they solve the problem?	_____ _____ _____
What is the moral of the story?	_____ _____ _____

My Fable
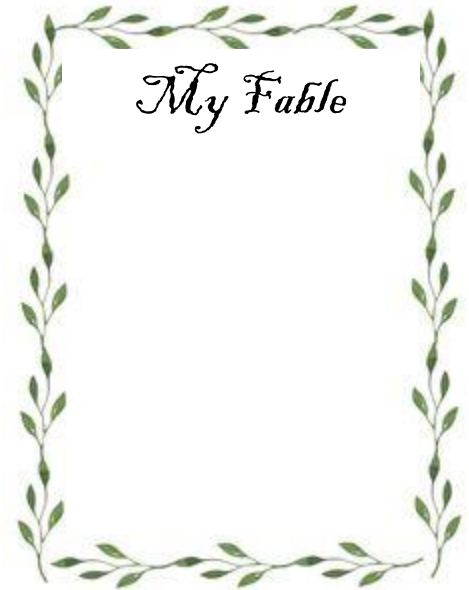
Closure:

To close the lesson on fables, I will recap the lesson by going over the definition of a fable again with the class. I will then have the students sit together on the carpet, and we will read John Pickney's Caldecott-winning, *The Lion and the Mouse* based on Aesop's fable. It is solely illustrations, so we will observe each picture for the ultimate moral of the fable. I will remind the class that fables are filled with numerous morals within them, and it is important that we understand so that we can apply them to our own lives.
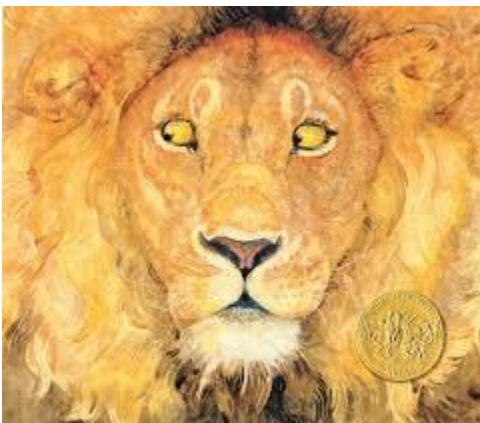
Materials:
- The Lion and the Mouse by John Pinckney
- "My fable" assessment space
- "My fable" outline
- Aesop's Classic Treasury of Fables
- What is the Moral? Fun sheet
- All about Fables graphic organizer
- Fables YouTube animation
- **https://youtu.be/BBDlv4d1sZM**
- Fables anchor chart
- Fables poster

Learning Segment Title: *Comprehending Folktales*
Grade: 4th
Context:

    Students in the class: _22__   Males: _10__   Females: __12_
    Students with IEPs: _1__   Students with 504 Plans: _1___
    English Language Learners: _2__
    Language Proficiency Level (# of students at each level):
    Beginning: __1__ Intermediate: _1___ Advanced: _0__ Advanced High: _0_

Central Focus:

    How to identify the characteristics of folktales.

Lesson Plan Number: 2
Lesson Title: Comprehending Tall Tales

Content Standards:
    (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
        (A) demonstrate knowledge of distinguishing characteristics of well-known children's literatures such as folktales, fables, fairy tales, legends, myths, and tall tales;

ELPS (if applicable):
    2. (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

Learning Objectives:
    SWBAT1: Identify the basic characteristics of a tall tale.
    SWBAT2: Define the words tall tale and exaggeration.
    SWBAT3: Create their own tall tale.

Language Demands	Language Supports
Function- Identify	- Ss will learn characteristics in anchor chart. - Ss will fill out graphic organizer, filling out the characteristics of a given tall tale as a class. - Ss will be given a short passage of a tall tale, and asked to highlight or underline the characteristics of a tall tale within it.
Vocabulary	Ss will be able to demonstrate knowledge of vocabulary words: tall tale and exaggeration by identifying the exaggerations and characteristics within a passage and writing their own.
Discourse- Create their own tall tale	Ss will use their toolbox and resources from guided and independent practices to create their own tall tale.

Focus/Attention-Getter:
    I will remind my class that we started looking at folktales in the last lesson and began with fables. This specific genre is going to be quite different from the last. Then I will play the short clip on YouTube by Cartoon Network that gives a silly description of tall tales in a TV show. One of the characters is trying to explain that he is telling an exaggeration because he is trying to explain to them what a tall tale is. The other characters, however, are not understanding and instead try to explain what *they* think the tall tale of Paul Bunyan is. Of course, it is not what the real tale is, but I will tell my students that tall tales will be the next genre we will be learning. **SWBAT2**

Background Information/ Lesson Rationale:
I will explain to my students that tall tales are an important part of folktales all around the world. Many were written in early America to make up a story about how something became what it is. People used them in the American Frontier, and it is a huge part of the culture of American literature.

Input/Presentation/ Modeling: I will begin my lesson plan with an anchor chart that gives the basic main characteristics of a tall tale. The anchor chart includes characteristics such as: superhuman characteristics, problems are solved in usually humorous or odd ways, and the story details are extremely exaggerated. I will tell my students, "Tall tales do not necessarily mean that the characters are really tall all of the time. Tall tales simply use a lot of exaggerations. If you all remember from earlier on this year, we learned about hyperboles which is another way of saying exaggerations. So, there are many hyperboles in tall tales and the characters will use those superhuman qualities to solve a crazy problem in a dramatic way." **SWBAT2**
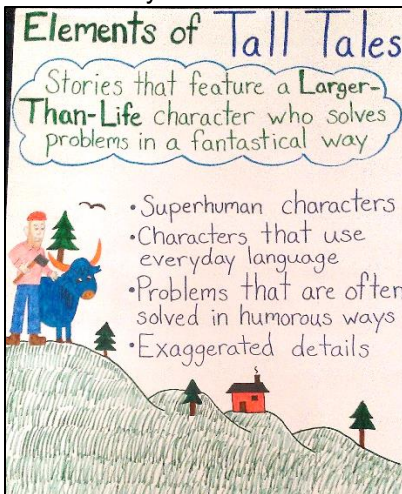
Guided Practice:
For my guided practice, the class and I will be reading Steven Kellogg's *Paul Bunyan* as a read aloud. After we finish the book, I will have the students complete a graphic organizer with me that has a few basic outlined qualities of a tall tale. Together we will fill out what the tall tale was, draw the character, character traits, the facts in the story, and the exaggerations in the story. For example, we will write down that Paul Bunyan was really tall and big, he was a lumberjack, he could tackle grizzly bears as a little kid, etc. **SWBAT1 &2**
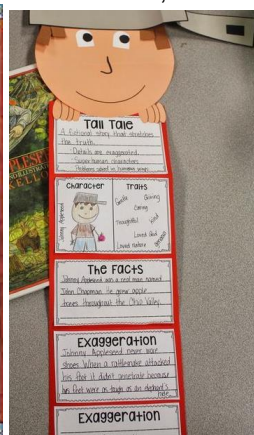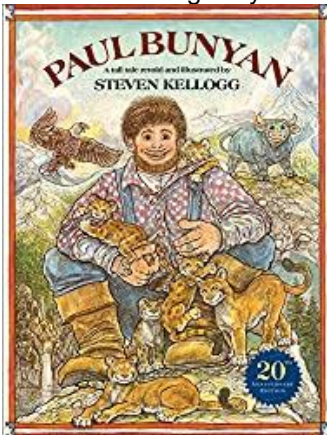
Independent Practice:

For my independent practice, the students will read a short passage on another tall tale, titled *Johnny Appleseed.* The students will use a highlighter and pencil to make some annotations on the tale presented. They will highlight any exaggerations they find within the passage; they will underline the actual facts in the story, and they will circle traits about the main character. **SWBAT 1**
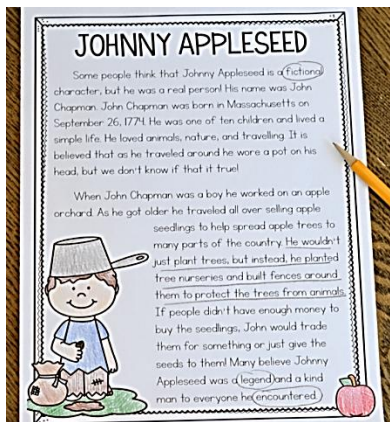
Modifications for Learners with Exceptionalities:

Students with IEPs/504 Plans- For my students with IEP/504 Plans, I will make sure that my instruction time is not too long, and instead concise and concrete. I will stick to a routine and ensure that I set aside time to check their understanding here and there. These students will be allotted more time for their assessment as well.

Students with Specific Language Needs- For my ELL students, I have translations of each tall tale, and will repeat instructions in Spanish (native language), if needed. I have also included a visual poster along with my anchor chart, so that the ELL does not feel left out. I will also provide a Spanish outline of the assessment, and they will be able to write their tall tale in their native language.
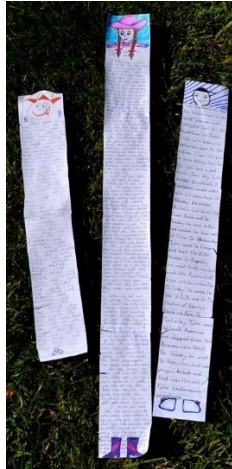

Students with Other Learning Needs- For my students with other needs, such as GT students, I will have them move a little farther in depth on the practices. If the student finishes quickly and properly, I will provide them with a bordered sheet of paper or computer access. The student will be able to draw or create a digital art of a made-up tall tale character of their choice.

Assessment:

For my assessment to evaluate the level of the students' mastery in tall tales, I will have them create their very own tall tale. I will provide each student with a creation board to guide their process in creating the tall tale on their own. The creation board includes categories such as: a larger than life character, two exaggerations, realistic event, problem, crazy solution, beginning, middle, and end. The students will be able to add many exaggerations throughout their tall tale, but two is the minimum. Once the students have completed writing in the creation board, they will transfer their complete sentences onto a template I will provide them with. The very top box is for them to draw the head of their main character in the tall tale, the bottom is for the character's feet, and the skinny lines are for the written portion. There are nine main criteria set in the creation board, and each will count for ten points. The remaining ten points will be given based on the neatness, completion, and creativity. An extra five points will be given to the students who add color to their drawings on the template. 105 points possible.

Closure: To close my lesson, I will have the students turn in all of their final products, and I will place them all on a bulletin board in the classroom or right outside in the hallway. This will allow the students to see their masterpieces on display now that they visually look fun and engaging. I will remind the students that tall tales are an important part of the culture of American literature, and they should not dismiss them because they are not as familiar as other genres. I will tell the students jokingly, "Remember, if you see a tree being cut down, that may be still be Paul Bunyan lurking around. His steps are as loud as thunder."

Material/Sources:

- https://www.thetechieteacher.net/2013/05/tall-tales-project.html?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_smartloop&utm_content=smartloop&utm_term=29442334
- https://layers-of-learning.com/teaching-tall-tales/
- **Tall tale template**
- **Tall tale creation board**
- **Pencils**
- **Highlighters**
- **Colors**
- **Tall Tale animation clip**
- **Paul Bunyan by Kellogg**
- **Tall tale anchor chart**
- **Spanish translations**
- **Johnny Appleseed organizer/passage**
- **Bulletin Board**
- **Scissors and glue sticks (if the template will not be pre-cut to create characters)**

Learning Segment Title: *Comprehending Folktales*
Grade: 4th
Context:
Students in the class: _22__   Males: __10__   Females: _12___
Students with IEPs: __1__   Students with 504 Plans: _1___
English Language Learners: _2___
Language Proficiency Level (# of students at each level):
Beginning: __1__ Intermediate: __1__ Advanced: __0__ Advanced High: _0___

Central Focus:

How to identify the characteristics of a folktale.

Lesson Plan Number: 3
Lesson Title: *Comprehending Fairy Tales*

Content Standards:
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literatures such as folktales, fables, fairy tales, legends, myths, and tall tales;

ELPS (if applicable):
2. (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

Learning Objectives:

SWBAT1: Identify the basic characteristics of a fairy tale.
SWBAT2: Define the phrase fairy tale.
SWBAT3: Create their own fairy tale.

Language Demands	Language Supports
Function- Identify	-Ss will learn characteristics in anchor chart. -Ss will fill out graphic organizer, filling out the characteristics of a give fairy tale.
Vocabulary- Fairy tale	-Ss will be able to demonstrate knowledge of vocabulary words: fairy tale after reviewing the anchor chart presented in the beginning of the lesson.
Discourse- Create their own fairy tale	Ss will use their toolbox and resources from the guided and independent practices to create their own fairy tale.

Focus/Attention-Getter: To begin my lesson on fairy tales, I will ask the students to tell me what they think a fairy tale is. I will ask them to name me a few off the top of their heads if they have an idea. Once they provide me with a few of their ideas, and allow me to peek in their schema, I will show them a quick clip of the prologue to Disney's animated movie, *Beauty and the Beast.* I will show them the video to give a quick preview of what a fairy tale normally sounds and looks like. This prologue is a perfect example that uses many of the basic

elements of a fairy tale. I will then tell my students, "Now that we have seen that little video, we will be learning about fairy tales today!"
https://youtu.be/x2rDrKUb6bM

Background Information/ Lesson Rationale:
I will explain to my students that fairy tales are important parts of literature all over the world. They can come from any place or time and they teach us important lessons within their stories. Fairy tales allow us to use our imagination to grasp those lessons that are deeper than we might think.

Input/Presentation/ Modeling:
      To model to my students the basic characteristics of a fairy tale, I will present them with my anchor chart. I will explain that not all fairy tales have every element listed on the chart or poster, but they will have at least a few. I will say, "Often times, characters in fairy tales can be princesses, kings, or even talking animals! Some fairy tales we know have castles or kingdoms for the setting. Because fairy tales almost always have magic or spells, there is always a good vs. evil part to the story. It may not be super easy to see sometimes, because the author will trick you, but there is an evil somewhere. Lastly, one of the biggest parts of a fairy tale is that there is a lesson they are trying to teach us. Usually these lessons will be similar to never giving up, follow your dreams, or that dreams can come true. Later in the lesson, we will take a sneak peek at other versions of fairy tales that are a little off from the original."

Guided Practice: For my guided practice, I will provide the students with a castle graphic organizer that we will fill in together after we read our fairy tale. I will read to the class Paul Zelinsky's *Rapunzel* for our fairy tale. As mentioned before, we will fill in the good characters, bad characters, setting, problem, solution, and other features that make it a fairy tale. For example, we will describe Rapunzel and the Prince as the good characters and the Sorceress as the bad. The main setting will be the tower Rapunzel was locked away in. There are many problems within the story, so I will ask the class to give me just one problem and that solution. For example, one problem is that the Prince could not get into the tower because there was no door, and the solution is that he watched the sorceress and used her hair to climb up. Other features would include

Rapunzel's magic tears, the pattern of calling for her hair to come down, and the key words "Once upon a time."
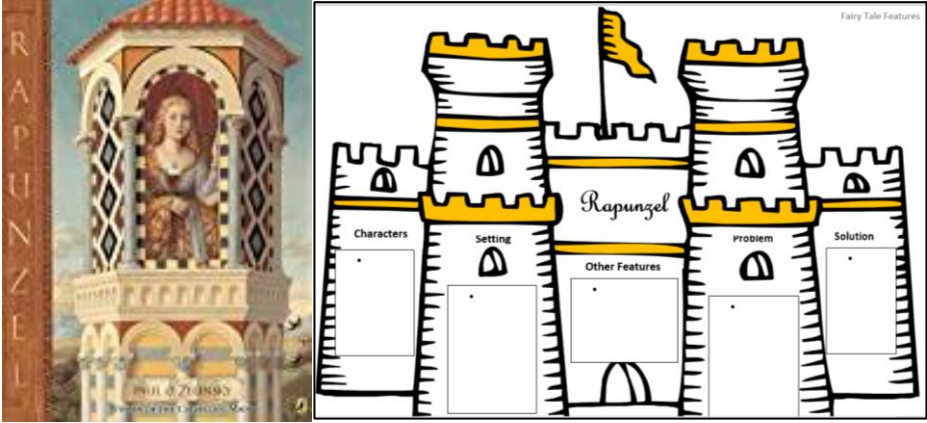
Independent Practice:

For my independent practice, I will have the students complete a fun sheet where they will highlight the parts of a short fairy tale passage that makes it a fairy tale. I have done one word for the students so that they get a better idea of what to do. For instance, they would highlight phrases or words like dragon, kingdom, once upon a time, the number seven, princess, etc. Once they have completed the highlighting, they have the option to draw what they think the fairy tale looks like on the back of the page.

Name:_____

HOW AM I FAIRY TALE?

*HIGHLIGHT THE PARTS OF THE STORY THAT MAKE IT A FAIRLY TALE. I HAVE DONE ONE FOR YOU.*

Once Upon a time, there lived a beautiful underground Kingdom that was protected by a light Princess, Glimmer, who allowed them to see. They had families, jobs, and friendships, but above them lie fear. A dragon of darkness Drako, slept above their Kingdom and always try to take away the light Princess. One day, the dragon captured Glimmer as she was helping 'Ol Man Jones. He trapped her in a cage so that the Kingdom would remain in darkness forever. He threw the enchanted key in the tree and she was trapped. However, she remembered her light Queen, years ago, had taught her that butterflies were helpers. She looked for seven red butterflies, asked him to bring her the key, and gave them wings of light. They agreed, brought her the key, and she was freed! The dragon was asleep and missed her escape! The butterflies blinded him, and Glimmer was able to return home safely and live happily ever after with the underground Kingdom.

The end.

Modifications for Learners with Exceptionalities:

Students with IEPs/504 Plans- For my student with ADHD, I will allow them to stand while writing, if they would like. I will also allow them to draw/doodle next to their writing if they need to get it out of their system.

Students with Specific Language Needs- For my ELL students, I have provided translations for the anchor chart and fairy tale. The anchor chart is slightly different from the English, in that it also provides examples to match the characteristics in different fairy tales. It has examples of the characters in Cinderella and others. I
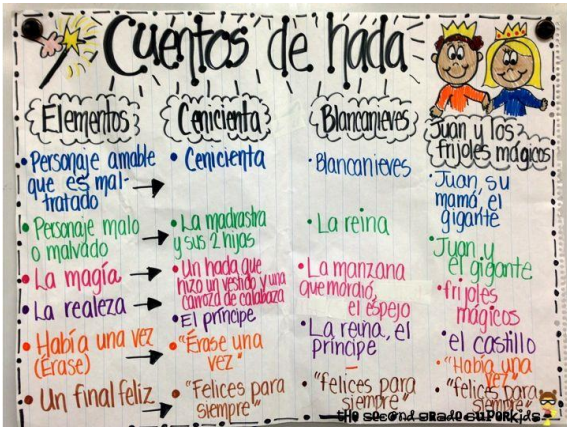
also have chosen literature that incorporates numerous illustrations. *Rapunzel* by Zalinsky is a Caldecott winner that definitely includes enough visuals for the ELL students to follow as well as translation.

Students with Other Learning Needs-
For my GT students, I will challenge them to include extra elements within their fairy tale assessment. This way, they are not necessarily receiving more work, but instead are challenged to expand their work.

Assessment:
To evaluate my students' mastery of fairy tales, I will have the students write their own fairy tales! I have a table/list of elements of a fairy tale attached to their writing space, in order for them to create the story. I will require that the fairy tale contains at least three of the elements from the table I provided. Once they have chosen their elements, they will write their draft on the sheet provided. I will not require the students to have a perfect final draft of their story, but it must follow the rubric. Six points possible.

	Poor (0)	**Proficient (1)**	**Outstanding (2)**
Length	Length of the story was three sentences or less.	Length of the story was four-five sentences long.	Length of the story was six or more sentences long.
Application of understanding	Student used no elements of a fairy tale.	Student used one-two elements of a fairy tales in the story.	Student used three or more elements of a fairy tale in the story.
Grammar	Student made four or more grammatical mistakes.	Student made two-three grammatical mistakes.	Student made zero-one grammatical mistakes.

Extension:
To extend my lesson, I will show the students that there can be multiple versions of a fairy tale, like the Disney movie, *Tangled*, based on the classic Rapunzel story. I will tell them that even though it is different, it is still a fairy tale because it incorporates magic in Rapunzel's hair, bad Mother Gothel, good Rapunzel and Eugene, kingdoms, and princesses.

Closure:
I will wrap up this lesson as I tell my students that fairytales are everywhere. Though we may not always think about it, many are even in movies we watch all the time. Because fairytales have magic, castles, and witches, they allow our imagination to run wild when we read! I will then remind my students that even though we talked about three different types of folktales in this lesson, it does not mean those are the only ones. Fables, tall tales, and fairy tales are simply a few of the genres under that category. I will say, "Next time you all read a book or watch a movie, keep an eye out to see if it is a type of folktale!"

Materials:
- Pencils
- castle organizer
- How am I a Fairytale fun sheet
- Highlighter
- Anchor charts
- *Rapunzel* by Paul Zalinsky
- https://youtu.be/x2rDrKUb6bM
- Fairy tale elements list/table

TASK 1: PLANNING COMMENTARY

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 this learning segment is to identify the characteristics of folktales. Some of the main types of folktales within the lesson segment are fables, tall tales, and fairy tales. The essential literacy strategy is being able to gather evidence of proper characteristics to identify the different genres. After finding the evidence to such, the students will break down the characteristics of the different genres in order to write their very own mini folktales. Once they have written these folktales, they will be able to identify the characteristics in their *own* folktales.]

    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

[The standard and objectives of the learning segment address the one specific essential literacy strategy of identifying genre characteristics. The first lesson objective of each lesson states that the students be able to identify characteristics of three different types of folktales. In lesson one, the related skills supporting the strategy would be knowing the elements of a story, such as characters, plot, and problem/solutions. The students learn that though there are overlapping characteristics amongst the genres, there are distinguishable ones for each specifically. Thus, in lesson one there is one genre we discuss, and that is the genre of fables. In this lesson, as well as the following two lessons in the segment, there are also related writing skills that can connect. The students are asked to write their own short folktale that evaluates their ability to write not only that specific genre, but also their overall writing proficiency. After writing out their own stories, the students will be able to read them and identify learned characteristics.
In lesson two, the students learn about tall tales and their exaggerated features. The objectives for that lesson cover the vocabulary, identifying tall tale characteristics, creating a structured creation board, and writing their own tall tale. Students will combine their knowledge of folktales so far, with that of tall tales as we read and write in lesson two. They will comprehend how these characteristics are slightly different from fables, and they will create their own parts of tall tales to fill in the creation board.
In lesson three, the student learning objectives combine multiple skills of the student, while still connecting to specifically the essential literacy strategy. The students once again will learn the vocabulary definitions within fairy tales and read as a class a tall tale that uses those key phrases learned. The students will take a look at a separate tall tale and they are required to figure out, on their own, how the characteristics are laid out across the text. Using these resources and new information stored in their toolbox, they will write their own tall tale in a fun format that looks like a literal "tall" character. By having aids and their own student resources, they will be able to put forth their best work and reach into Bloom's Taxonomy as they *create*, rather than simply recalling or understanding.]

    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.

[During the whole learning segment, I will constantly model to the students of the previous lesson. Thus, the students will have a sort of background to compare their current lesson with. Because the essential strategy has the students identify the genre-specific characteristics in folktales, I will have the students remember the difference between each type. Rather than mixing three examples of folktales together, the students will have a clear understanding of what constitutes any given folktale. I will begin the folktale process with fables and the characteristics that make it such by showing the students a short animation about fables. Then, I will cover the vocabulary using anchor chart. I will explain, demonstrate, and guide the students' understanding of fables, but they will ultimately write their own short folktales to connect them to the mind of an author.

Lesson two covers the tall tale genre under the folktales umbrella. I will review what a fable is very briefly, and how today's topic is different, yet similar. This concept will be touched on by the attention-getter video to pull tall tales from their schema, if at all there. The video is a short animation from a popular cartoon on television, creating a connection between something they recognize and new information. It has a tiny explanation of what a tall tale is, but also slightly pokes fun at it by describing what a tall tale is not. They will read a tall tale and highlight any examples of characteristics that they find in the passage. To wrap up the lesson, the students will write their own tall tale on a template to create a literal "tall character."

Lesson three builds on their new foundation of folktales as I begin by briefly reviewing both fables and tall tales. I will then lead into the third example in our lesson segment, fairy tales. They will notice that fairy tales are a little bit different from fables and tall tales because they are much more magical and fantasy-like than the previous two. I will follow the same format as the previous two lessons, allowing the students to fully understand what they are expected to do. They will end the lesson segment by creating a more detailed, but still short, story using the key characteristics of a fairy tale.]

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.**

[The students I will focus on in the learning segment are the students that are struggling readers and the students that are English learners. There is one student under the 504 plan that is a struggling reader, and there are two English learners that range from the level beginning to advanced. For the three of these students, I did not require a specified length for the folktale assessments in the lessons. If the students were able to demonstrate the skill well, I saw evidence of proficiency. For the ELL's, I will use many visuals to show the definitions of the genres, and I will provide translations for these students so that they can be sure to understand. The prior knowledge associated with the lessons includes knowing what a story looks like, sounds like, and of course what it is. Understanding the difference between these three genres will allow the students to be able to begin understanding how they are similar or different. This will enable the students to break into that higher level of thinking in Bloom's Taxonomy.]

    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?**

[Though I am not the students' everyday teacher, I am from the same city as the students and have good background knowledge of what is surrounding the homes and school of the children, location-wise. I help the students comprehend the lesson by relating the real-world examples to their surrounding city. I base anchor charts on their schema from how our city thrives. At times the students will already have a strong understanding of a concept, simply because of the way they have seen it for years to come. For example, if the students are reading a passage over a historical landmark that is in our city, there is a higher chance of the students already having a background on that part of history. I asked the students when we met to provide me with small details of their personal lives. They described their favorite subjects in school, their strongest subject, their outside of school hobbies, books, type of projects, and a few on their home background. Some of the students had backgrounds that guided their learning in a specific direction, and the students were very open in how their cultural background shaped them.]

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 Literacy 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.

[Due to the understanding that I have of my students' schema and community assets, I am supported with more effective usage of my time. By knowing what they know, I can see how I am not repeating topics that the students have already learned. Part of that background academic language that the students have are skills such as understanding the structure of a story, how to read a story, and what characteristic means. I will make sure the students have a foundation of a variety of stories in order to ensure that they are able to identify the characteristics of one. I will then demonstrate new vocabulary, such as folktales, that will be built upon with words like fables, tall tales, and fairy tales. That foundation is essential for lesson one because the students are going into the segment with only personal background. In lessons two and three, I will be providing the students with a mini-review on what they learned the previous time. An article by Kiara Lewis of the *Getting Smart* Foundation describes a learning environment where the students learn about reading and literature through multimodal processes. Therefore, in all three lesson plans, I had them listen to examples, see examples, read examples, and write examples of the folktales. In lesson three, the students watched a short clip of a Disney movie prologue that I was aware of from the background sheets that they enjoyed. Once the students connect their likings and interests to something of academia, they are thus engaged and curious. The students will then be given a folktale in all three lessons, where we will read as a class and they will highlight or write all the examples they could find of the characteristics. In lesson two, the students' assessment not only includes the students writing a tall tale, but also has them structure and fill a creation board with what they know would constitute a tall tale. Because of the multimodal processes involved in the lessons, the students are gaining a larger connection to their real-world and how it can be used elsewhere.

Lewis, Kiara. "5 Classroom Strategies to Support Multimodal Learning." *Getting Smart*, Getting Smart Foundation, 26 Apr. 2019, www.gettingsmart.com/2019/04/5-classroom-strategies-to-support-multimodal-learning/.]

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).

[My three students with either 504s or IEPS do not need constant extra accommodations during each lesson. My English language learners will have proper translations for the anchor charts given, the stories, and an option to create their assessments in their native language, Spanish. The 504 and IEP students will not have as strict of guidelines on the project, but they will be able to follow along with the folktales as we read as a class. Which will then lead to the first strategy I will use in the classroom as a discussion. Not only will I frequently review and repeat with the entire class, but I will also relate the discussion so that every student will have a thorough explanation throughout the lesson. By discussing with all of the students together, I will not single out those students with specific learning needs during instruction. For the second strategy in the classroom, I will have multi-modal handouts that utilize multiple skills of the students. Since the students will not only have to write, the colors and creations will stimulate their interests more and be able to visually depict what the aspects of the lesson mean. For example, they will be able to read an example of a specific folktale, and they will show their understanding with a picture of what it means. Pictures then may highlight the understanding of the 504/IEP students better than writing, which they may find very difficult to do. Lastly, as mentioned in the article "The Power of Being Seen" by Holly Korbey, my lessons are geared towards making connections with my students. The examples I provide and model to the students remain relevant to their lives outside of the classroom. Rather than ignorance of what the students are interested in, I implement those connections in my instruction examples and activities. Korbey highlighted the importance of students feeling less like data, and more like a face that is truly appreciated; the exact method used in my three lessons.

Korbey, Holly. "The Power of Being Seen." Edutopia, George Lucas Educational Foundation, 27 Oct. 2017, www.edutopia.org/article/power-being-seen.]

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

[As the central focus of the learning segment, students are to identify characteristics of a given type of folktale. Though there are so many different specific genres of stories that fall under folktales, I have chosen fables, tall tales, and fairy tales to be my three of choice. With that said, many of those genres, particularly fairy tales, can have a stereotype or misconception surrounding them. For example, it may be thought by the students that fairy tales are only types of movies in Disney, and there is no reasoning or lesson behind them. When in fact, folktales begin as an oral or written form of story, and the movies are simply versions or retellings of these folktales. Also, each folktale has a lesson, theme, or moral that the author was trying to convey when writing that story. As mentioned in Peter DeWitt's article, *What is Schema? How Do We Help Students Build It?* It is vital for me to connect to the students' previous experiences and already-built foundation. Thus, I will do what DeWitt demonstrated, and have the students provide me with their ideas about the topic. With that said, I will not shut down the misconceptions that students have about folktales. In fact, with this misconception that folktales are in movies only, I will twist the misconception and explain how many of the movies they see are actually different versions of stories we will read in class. For example, the first clip I demonstrate in lesson three will be from a movie adaptation of a popular fairy tale. We will read a different fairy tale that was written, and I will mention at the end of the lesson how it has been changed and made into so many different adaptations, some are even familiar to the students. This way, the students will not feel that their misconception was ridiculous, but simply a misunderstanding of a whole new concept we will cover in the lesson.

DeWitt, Peter. "What Is Schema? How Do We Help Students Build It?" *Peter DeWitt's Finding Common Ground*, Education Week, 21 Oct. 2019, blogs.edweek.org/edweek/finding_common_ground/2019/10/what_is_schema_how_do_we_help_students_build_it.html.]

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.

Analyze	Argue	Categorize	Compare/contrast	Describe	Explain
Interpret	Predict	Question	Retell	Summarize	

[The language function essential for student learning within my central focus is to 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.)

[The most prevalent language function that allows the students to showcase their ideas and thought processes is to analyze. Since the students are primarily focusing on identifying characteristics, the analyzing will come into play once they have mastered identifying. They will analyze the folktales we read to help me find the characteristics that make a given story a specific genre. The students are given a folktale in lesson three that utilizes what they have learned so far about genre-specific characteristics. They will analyze a short fairy tale to find the elements and then highlight characteristics such as magic, princesses, witches, etc.]

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

[During the three lessons, the students will become skillful through the various language demands, particularly vocabulary and discourse in my lesson segment. In lessons one, two, and three, the students will be knowledgeable on a few key phrases to understand the current topic of instruction. For example, the students will already know what a story is and the basic parts of a story; characters, problems, solutions, beginning, middle, and end. Since they will have this previous knowledge, the students will add the vocabulary phrases fairy tale, tall tales, and fables to that vocabulary toolbox. This vocabulary ensures that they will be able to move forward in Identifying, given that they know what those devices are called and used for by the author. In discourse, the students will put forth an application to the knowledge they retained to prove mastery in the subject. In lessons one, two, and three, the students are asked to write a mini folktale that contains the topic-specific genre characteristics. By modeling that they can do it on their own, they demonstrate an understanding of the purpose of those devices. In lesson two, they will also create a creation board that meets the syntax portion of the lesson as they structure their story into a certain format.]

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).

[Throughout the entirety of my lesson segment, I will encourage questions and provide help towards the students' understanding through anchor charts, repeating any examples, and reiterating the components that make up the lesson. In lesson one, I have an anchor chart with seven examples of fable characteristics. Thus, the students have a reference throughout their reading and writing in case there is a need for assistance or a model. Likewise, I have anchor charts for lessons two and three dealing with tall tales and fairy tales. I as well have the folktales that we read together as a class to have for the students' guidance in their writings. The fairy tale used for lesson three is heavily armed with examples for the students, that I will readily point out when going over the reading/writing requirements of the lesson. These models in the folktales will aid the students, as they are asked to incorporate elements of the example tales in their own writing.]

5. **Monitoring Student Learning**

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

[In my lesson segment are four assessments: three being formal, one being informal. Though all four will count towards the students' grades, only the three formals will demonstrate a completely evident demonstration by the students. The three formal assessments are short folktales to be written by the students and utilize the whole lesson objective in one. In lessons one, two, and three, the students will be informally assessed throughout the discussion and practices to be sure that they are retaining the lesson. As they read along with me, highlight with me, and engage in the class, they are demonstrating an informal skill to be noted. I will not grade the students on their guided readings and practices, but I will keep a tab on the students that seem to be needing additional practice. The formal will be at the end of lessons one and three, where they will write their folktales and I will ensure their success with a rubric scoring different qualities and aspects of the story. I will take lesson two's end-of-lesson creation board as an informal assessment. The students will create a structured outline of their tall tale and fill in according to the requirements of the creation board. If the students

can successfully create and write the portions under the creation board, I will be sure of their skill level is where it should be. The overall lesson's main objective is for the students to identify characteristics of folktale genres such as fables, tall tales, and fairy tales. The rubrics for the formal assessments align with those objectives so that the students have the experience as an author themselves, to assess the work of another.]

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).

[My students with 504 plans or IEPs will be given an extension on their due date for the folktale's assessments. Because the assessments are very open to what they are written about or the form they take, these students will have broad space to move around in their work, just as they like. The ELLs and 504 plan struggling students do not have a specified length as the other students do. Though some of the other students may want to write more than the given length, I will not place that standard on the struggling students. I will allow the ELLs to write their booklets in their native language so that I am provided with an accurate portrayal of whether they have mastered the skill. I will ensure that my instruction for each of the students is concrete and concise so there is less room for confusion.]

TASK 2: INSTRUCTION COMMENTARY

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

[Lesson three is shown in the video clip.]

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?

[With a positive learning environment comes with the respect and value shown between student and teacher, student and student, and teacher to the class. Each of their opinions and thoughts has meaning to the lesson that should not be dismissed or neglected. Failing to provide a positive environment could hurt the child mentally to ask any further questions or answer any more during instruction. Therefore, at 7:41 in my lesson, I demonstrated how to encourage a correct answer when the student was asked to provide an example of a fairytale. Rather than simply saying whether the answer was incorrect or correct, I explained how I knew and guided the student through their own thinking, engaging metacognition. I had asked the student to provide an example of a fairytale from their schema, and they indeed provided me with an example, so I explained and asked the student how they were sure that it was.]

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.

[To help engage the students in the lesson, at 9:06 I used a movie they were familiar with to hook their attention. The opening scene of the movie *Beauty and the Beast* has a prologue that contains and applies many of the common aspects of a fairy tale that I discuss with the students a little later in the lesson. The prologue begins with a "once upon a time…", a castle, a prince, sorceress, magic, enchanted rose, and beast. This specific clip not only covers one, but a multitude of examples for them to see in a context they would enjoy. Although my audio for the students was not working to its full potential, I was able to provide the narration for them that went alongside with the prologue. With this narration and breaking down of the elements of a fairytale, it was easy for the class to take a movie they knew, and simply categorize it under a genre.]

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

[As I mentioned in the rationale of my lesson 19:38 to my students, folktales are very important in the literature culture, but they are all so different. It appeared to me that the difference between a fairy tale and a tall tale was a little foggy for the students since they are not familiar with the time period of the tall tales. Tall tales are more so during the early time of America and in the pioneer period. With the students being unfamiliar with that time of climate or area because they are in the south of the United States, I made sure to explain how fairy tales are in a made up area and time of the world. I explained how culture plays enormous roles within a fairy tale because each part of the world will incorporate aspects in their versions that may not be familiar to ours. Therefore, even if in class we read a fairy tale that originated in Germany, with Italian-style illustrations, there are adaptations of the fairy tale that can relate to the students' experiences. Hence why, after the lesson, I showed the students of an example of a fairy tale adapted for their entertainment in a movie format. Once the students remembered about this movie, *Tangled,* they were very excited to learn more about fairytales. This allowed them to just as well create their very own short fairy tales.]

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.

[In my lesson at 46:45, I was explaining to the students their assessment topic and I used the example story from their independent practice to demonstrate as an example. The story followed the same guidelines that the students had to follow, and I read it aloud to/with them. Instead of just having the students immediately start writing without preface, I broke apart the story and asked them to tell me how it successfully met the criteria I asked for. I called on the students, asked them to tell me those specific parts to my example, and they gave excellent examples. Though some were not exactly to the correct target, I did not discourage them. Instead, I built their answers together so that the class could understand the overall meaning of my example. I also allowed the students to use the castle graphic organizer as a resource when writing the fairy tale because it was built upon their own answers that they provided me with in the guided practice over Rapunzel.]

    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 point 14:47, I began to model to the students, using my anchor chart, the different characteristics of a fairy tale. I provided illustrations to go along with the example statements and stopped to give examples of the characteristics, using the video I showed them a little earlier in the lesson. At the point in the video at 17:12, I am also using one of the students' answers about fairy tales from earlier in order to demonstrate more examples on my anchor chart. The student had mentioned the fairy tale, *Cinderella,* and I remembered the example in order to demonstrate an example of a common theme in fairy tales. The students responded with more examples of fairy tales and were able to accurately provide me with their reasoning to why they thought those were good examples.]

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, 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.

[n 18:27, I was explaining to the class that we were going to be moving into reading a story titled *Rapunzel.* We had just finished looking at our anchor chart and going over what the different parts of a fairy tale. However, I feel that I assumed too quickly that the students understood everything that I had just gone over. I moved right along to the story, rather than asking more questions to the class if they understood every part correctly and asking if they had any questions about anything we went over. I also could have taken more time with my IEP, 504, and ELL students to ensure that the understood the whole story of *Rapunzel* and what it was saying in the first place. Providing more wait time for the students to think about the meaning would be the first change that I would make to my instruction in this lesson.]

    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.

[After analyzing my lesson and finding that I should have walked the students through the story and overall topics, I looked at Piaget to describe the theory behind it. As Piaget described, if I talk the entire time during my lesson, not allowing the students to have input, the lesson becomes irrelevant to them and they will fail to experience the entire instruction as they could have. There were only a few times in the read aloud and guided practice that I asked for the students to give me their input or ask questions. Explaining and guiding the students from early on could prevent the lack of comfort when approaching a task during the lesson. Perhaps in future lessons of this, I could pause more during the instruction and take the time to not only answer questions but ask their opinions on what we are discussing.]

TASK 3: LITERACY ASSESSMENT COMMENTARY

1. **Analyzing Student Learning**

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

[The teaching standard in my lesson called for the students to be able to identify and interpret different elements of a fairy tale within a specific story or text. For the lesson assessment, I evaluated my students' learning by having them write on a handout or loose-leaf paper a short, six-sentenced story that contains at least three elements of a fairy tale. The students will be given a choice as to what they write their story about, so long as they incorporate three elements within the story. Whether the students choose to write about princesses or whether they choose to have the setting take place in a kingdom or castle, I wanted to see evidence that the students understood that fairy tales must contain basic characteristics that can be found in the majority of them. Although not every fairy tale contains every single characteristic, it is vital for them to understand how those characteristics are specific to fairy tales. This assessment provided me with evidence of the students' mastery and knowing how the elements work and function together to form a coherent story for a given audience. The first learning objective is for the students to be able to identify the basic characteristics of a fairy tale. The second learning objective has the students define the phrase fairy tale to move through the lesson fluently. The third learning objective is that the students are able to write their own story using at least three example characteristics.]

   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 Literacy Assessment Task 3, Part D.

Rubric	Associated objective	# of students who received full credit	# of students who received half credit	# of students who received no credit
Length	The length of the fairytale was at least six sentences long.	4	0	0
Application of Understanding	The student used three or more elements of a fairytale in the story.	3	1	0
Grammar-Mechanics	Student made 2 or less grammar mistakes.	2	2	0

[In the assessment criteria, there were three main points for the students to hit when writing their fairytales. The students were asked to make their stories at least six sentences long, which all of them successfully completed that criteria without issue. The second criterion point was that the students correctly incorporate three elements of a fairytale in their stories. The last was assessing the students'

grammar and mechanics within their writing. The maximum number of points was six points, with each criterion worth a maximum of two points possible.]

    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).

[After reading the students work, I was very impressed with the quality and content of their stories. All of the students did a wonderful job making their stories personal to their own interests while incorporating the elements that we discussed during the lesson of the class. Although a couple of the students' stories struggled to bring a full closure, I was still able to find at least three elements of a fairy tale within every single student work example. The fact that a few of the stories did not have a complete ending or plot, I can assume to be an issue correlated with their knowledge of the elements of a story and how to write them. The students seemed to have no issues recognizing what elements were correct of a fairy tale, and which were not. My ELL student did an excellent job of asking questions if they wanted me to repeat a word or explain the meaning of word that they did not know. I also provided an ELL handout that proved to be effective within their assessment. She was able to write seven sentences and use three elements of a fairy tale. The only criterion the student did not receive full credit on, was in the grammar and mechanics aspect. However, I did give the ELL student half credit because they understood the periods and most grammar parts. The students simply had issues with commas and contractions. Overall, the students seemed to not have much trouble with the assessment, and in future lessons of this, I may make the assessment slightly more narrowed in topic.]

    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.

[No video or audio clips are included.]

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.)**

- In video clips from Literacy Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

[Verbal feedback throughout lesson. Assessment feedback was given on paper. The feedback is on an attached file.]

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

[Once I received all the students work, I was able to look at their strengths and weaknesses based on what we learned in the lesson together. After reading all the students' stories, I could tell what each of the students needed assistance with, including my 504, IEP, and ELL. Each of the students demonstrated understanding and comprehension from learning the basic elements of his fairy tale within a lesson. For example, a few of the students went above and beyond the criterion instead of writing only six sentences, they wrote even more than 10. A couple of the students, however, only wrote the bare minimum and I demonstrated in the feedback how they could improve the following times that they wrote a story. As I mentioned previously in my commentary, I do think that the issue with the stories was due to a previous lack of knowledge about the elements of a story rather than the elements of a fairy tale. Perhaps I need to review to my students how to properly begin and end a story. When I was giving feedback to the students, I complemented and noticed how they used their schema to build their answers on. Some of the students were able to create a completely new story based on little

things that they remembered from perhaps movies or books that they had read outside of school. On the other hand, I did provide constructive criticism on how some of the stories could have become a little bit stronger in their plot. I did remember to adapt to my ELL students' needs and not worry so much about their grammar mechanics, but rather the content of their story. Taking this into account, that student performed very well, and I was pleased to see that they understood and applied the elements of a fairy tale. Overall, I was very impressed with the quality of my students' work and will remember these key points for future times I may teach this lesson.]

    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.

[Following the initial exchange of feedback, I will take apart the specific parts of what each student did well on, and what can be improved on as an entire class period. For example, I learned that there was a decent struggle to Incorporate the element of a fairy tale that is the theme. For example, I noticed that there was a lack of themes within my students' stories that would normally be present in a real fairy tale. Although I showed the students in the beginning of the lesson that some fairy tales like *Cinderella* used themes like "dreams come true," it may have not been explained as well as it should have been. Due to this, I look at how my teaching will strive to look at as many possible misconceptions while I create lesson plans in the future. By not only focusing on just covering lesson objectives directly related to my standards, I will be able to adhere to multiple questions or challenges that arise before, during, and after my instruction.]

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 Literacy 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 Literacy Assessment Task 3, Part B.

3. Use the student work samples analyzed in Literacy 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

- selected language function,
- vocabulary or key phrases, **AND**
- discourse or syntax

to develop content understandings.

[The most prevalent language function that allows the students to showcase their voice in a mature, academic setting is to interpret. As mentioned in previous prompts, the students begin all of their foundational understanding by the key learning task of identifying. The students were often given examples of fairy tales in text and digital formats that I asked them to figure out what exactly made it a fairy tale. The students took apart a short example of a fairy tale that I created for its usage of many elements of a fairy tale, and the students understood how it is used in multiple ways. Each student also worked with me to interpret a book I read aloud, and we filled out a graphic organizer to identify those fairy tale elements. Therefore, the students heavily focus on interpreting other stories so they can let readers interpret their own stories as a fairy tale.]

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).

[My students with 504 plans or IEPs were given an extension on their due date for the story. Because the stories are very open to what they are written about or the form they take, these students had broad space to move around in their work, just as they like. The ELLs and 504 plan struggling students do not have a specified length as the other students do. Though some of the other students may want to write more than the given length, I did not place that standard on the struggling students. The story the students created, required three elements of a fairy tale, but my learning modification students will only be required to do 2. I allowed the ELLs to write their story in their native language, Spanish, so that I am provided with an accurate portrayal of whether they have mastered the skill. As for the whole class, I will let the stories act as a reference for any future lessons on writing stories.]

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

[According to the learning theory of constructivism, the students are their biggest critic in both a good context, and sometimes not so good context. By following these next steps, I will allow the students to hopefully become constructive critics towards themselves in a positive environment. I will guide the students to not become discouraged as they make mistakes or face harder subject lessons. They will use their previous work, correct or incorrect, and form a mental toolbox to help them understand what their strengths and weaknesses are. Knowing these, I can as well help the students figure out what learning techniques are best for them.]