1. **Analyzing Student Learning**
   a. Identify the specific learning targets and standards measured by the assessment you chose for analysis.

   **[CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. Learning Target: The students will identify words, phrases, and adjectives acquired through conversations and reading and being read to to compare and contrast friends and enemies...]**

   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 Task 3, Part D.

   [The table below is a summary of student learning as assessed from the evaluation criteria submitted in Task 3, Part D. Students 1, 2, and 3 are highlighted in blue as they are my 3 focus students.]

   5 students out of 16 (31%) successfully completed their Venn Diagram by coming up with two of their own adjectives, phrases, or character traits to describe friends, enemies, and both. 6 students out of 16 (37.5%) had no trouble coming up with character traits of friends, but needed to come up with one more for the “enemies” side or “both.” This group of students. These two groups, making up 68.5% of the class, grasped the learning target and demonstrated their competency in putting the literacy strategy into practice on their own (comparing and contrasting).

   3 of the 16 students (19%) scored 4 out of 6 on their Venn Diagram, meaning they were missing two character traits on their Venn Diagram. 2 out of the 16 students (12.5%) scored 2.5 on their Venn Diagram, demonstrating that they only came up with two character traits, adjectives, or phrases and had started a third. These other two groups making up 31.5% of the class, needed some help coming up with adjectives, character traits, or phrases and didn’t demonstrate full capability of putting the literacy strategy to practice and internalizing the learning target.]
c. Provide a graphic (table or chart) or narrative that summarizes student understanding of their own learning progress (student voice).

[Below, there is a rubric and a table summarizing the students' understanding of their own learning progress from lesson 1 (student voice). The learning target rubric clearly shows what the colors mean on the target board itself. Students knew that if they fully understood the learning target, (academic language, and point of the lesson) they could color their dot in the red bullseye. If the students understood the learning target, but would have liked to spend more time on it, they were to color their dot in the blue ring. If the students sort of understood, but felt that they needed help in during the literacy strategy and had a hard time doing it on their own, they would color their dot in the orange ring. If the students felt that they were completely lost, didn't know the academic language, and didn't understand what we were doing by comparing and contrasting, then they should have colored a dot in the outer green ring.

This 4-3-2-1 rubric aligns with the grading system used in all subjects in this classroom so the students are familiar with it. This allows them to voice their own learning to their teacher in a way they are comfortable with. It lets me know how they feel about the learning target and gauge if they are ready to move on or need some more time on this lesson. The table below (Lesson 1) demonstrates that 75% of the students understood the learning target and 25% need more support in the literacy strategy and academic language before moving on.]

<table>
<thead>
<tr>
<th>Student</th>
<th>Score</th>
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<tbody>
<tr>
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**Table of Assessment Scores**

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<th>Lesson 2</th>
<th>Lesson 3</th>
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<tr>
<td>Student 16</td>
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</tbody>
</table>

*4: I really understand and I’m ready to move on!*

*3: I understand and I’ve got it.*

*2: I sort of understand, but I need some help.*

*1: I’m lost and I don’t understand. I need help.*
d. Use evidence found in the **3 student work samples, the student self-reflections, 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

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

To analyze patterns of learning for the whole class and differences for groups or individual learners I carefully looked at the students’ Venn Diagrams, which was the literacy strategy in lesson 1. This showed me exactly how each student performed on the essential literacy strategy as well as their use of the necessary requisite skills needed for the literacy strategy. I found that a few less than 75% of the students had the requisite skills needed to complete the literacy strategy well. 5 students out of 16 (31%) successfully completed their Venn Diagram by coming up with two of their own adjectives, phrases, or character traits to describe friends, enemies, and both. In this 31% are focus students 2 and 3. Focus student 2, (see Student 2 Work Sample, Task 3A), regularly meets literacy standards and had the requisite skills needed to complete the essential literacy strategy. Focus student 3, (see Student 3 Work Sample, Task 3A), is my gifted student, who regularly needs a challenge in literacy because of her reading level and literacy abilities. Her requisite skills (vocabulary meaning in context) were right on target for this lesson, giving her heightened ability to complete the essential literacy strategy. Interestingly, the students who received a 6/6 on their literacy strategy, fulfilling the requirements to meet the learning outcomes, filled their learning target in on the red bullseye. This learning target is the student self-reflection, which allows me to gather student voice in a simple, yet straight-forward way. The students who colored their dot on the bullseye were saying, “I really understand, and I'm ready to move on!” according to the rubric laid out for them (see first graphic in #1c).

6 students out of 16 (37.5%) had no trouble coming up with character traits of friends, but needed to come up with one more for the “enemies” side or “same.” This caused me to notice that in general, it was more difficult for the students to describe enemies than friends. It was also hard for them to come up with words, phrases or adjectives that both “enemies” and “friends” have in common for the “same” category. This group grasped the learning target and demonstrated their competency in putting the literacy strategy into practice on their own for the most part. They still needed one more character trait, adjective, or phrase, to complete the literacy strategy. Some of the students in this group colored in a blue=3 and others colored in a red=4 (bullseye) on their student self-reflections. In general, this group of learners felt that they understood and got it and some got it so well they were ready to move on (see Learning Target rubric, first graphic #1c).

3 of the 16 students (19%) scored 4 out of 6 on their Venn Diagram, meaning they were missing two character traits on their Venn Diagram. Again, the two they were missing were either in the “same” category or the “enemy” category. This shows me that I should have helped the students build their requisite skills so they could successfully complete the literacy strategy on their own. In their student self-reflections, this group of students either put their dot in the blue=3 or orange=2. Technically, these students should have put their dot in the orange ring saying, “I sort of understand, but I need some help,” because they needed assistance to finish the literacy strategy.

2 out of the 16 students (12.5%) scored 2.5 on their Venn Diagram, demonstrating that they only came up with two character traits, adjectives, or phrases and had started a third, but not finished it. Focus student 1 was in this group of learners and she needed to add one idea to each category as well as fix spelling and phrasing to one she already had. (See Student 1 Work
Elementary Literacy for Washington

Task 3: Assessment Commentary

Sample). Focus student 1 filled in the blue ring on her student self-reflection stating, "I understand and I've got it." However, focus student 1 needs quite a bit of extra support and assistance to finish it, and should have filled in her learning target in the orange ring stating, "I sort of understand, but I need some help." This student is often very stressed and struggles with anxiety over any literacy activity. She may have filled in the blue ring, because she was embarrassed to have not completed the assignment. Another reason she would have voiced that she understood and got it was because she did understand, but just didn't have the vocabulary and requisite skills to complete the literacy strategy on her own. The two students who scored 2.5, could not finish the assignment because they struggled not having their requisite skills up to par (vocabulary meaning in context). This group of learners needed help coming up with adjectives, character traits, or phrases and didn't demonstrate full capability of putting the literacy strategy to practice and internalizing the learning target.

In general, the class demonstrated progress and development in the patterns of learning analyzed in their assessments. Requisite skills need to be further developed in 32% of the class in order to meet learning outcomes and standards.

2. Feedback to Guide Further Learning

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

a. In what form did you submit your evidence of feedback for the 3 focus students? (Delete choices that do not apply.)

Written directly on work samples.

b. Describe what you did to help each student understand his/her performance on the assessment.

On each assessment, I wrote feedback that would help each student understand his/her performance on the assessment. In some cases, the students would read my feedback on his/her own, whereas in other cases, I would need to go through the written feedback with them to help them read and understand how they could do better.

To help each student understand his/her performance, I wrote both positive feedback and constructive feedback directly on their work. The students received check marks beside the character traits, phrases, or adjectives that were appropriate to the learning target. If the students did not have an appropriate idea, instead of marking an “x,” I circled it, drew a pair of glasses, and asked them to think of another word (see student 2 feedback, bottom right corner). Student 2 wrote “are dum” on the enemy side of the Venn Diagram. I added a “b” to the end of the word to demonstrate how to spell dumb correctly, but circled it and wrote underneath, “Enemies might be smart...but they might make poor choices. What could you say instead of 'dumb'?" This is letting the student know that it’s not appropriate to call anyone “dumb,” but it’s true that sometimes enemies make choices that are not good. I encourage him to find another word or phrase to use. If the student chose, he could replace “dumb” with “make poor choices” as I was pointing him in that direction.

I gave them specific affirmation on at least one of their ideas and also general affirmation at the top left corner of each page (see students 1, 2, and 3 feedback, top left corner with sticker). An example of specific affirmation is on the “friend” side of the Venn Diagram on Student 1 feedback. I circled the word “trust,” drew a smiley face, and wrote, “‘Trust’ is a very good word to describe what friends do.” I also underlined “describe” to reinforce the academic language and prerequisite skills that support this lesson.

To help them see what they needed to improve on, I wrote specific questions or ideas directly on their work beside areas that needed improving. These improvements may have simply been spelling corrections, too. For example, in the middle “same” column of the Venn Diagram of student 1 feedback, I wrote the words “both” and “people” and added letters onto the
word, “mistakes” to demonstrate the correct spellings so she could fix them. Some students did not complete their Venn Diagram because they struggled to come up with character traits, phrases, or adjectives. In these cases, I reminded them what they needed to think about to complete the task and drew lines for them to write on to make it clear they needed one more idea there. (See student 1 feedback, bottom left corner.) I wrote, “Can you use your detective skills to write 1 more adjective to describe what friends are like?” If the students were not finished, their grade was not final. I wrote their score out of two in each section of the Venn Diagram, but left the score out of six at the top blank. This showed them that I wanted them to be able to finish comparing and contrasting and grasp the learning target before I gave them a score. (See Student 1 feedback, top left corner – there is a red “/6.”

As a general summary for each student, I wrote a little message in red in a box with a little sticker on the top left of each assessment (See Student 1, 2, and 3 feedbacks). On student 2 feedback, I wrote in the box, “Nice work at comparing and contrasting! I can tell you really thought about your adjectives. You hit the learning target!” I used the words, “comparing and contrasting,” and “adjectives” to reinforce the academic language and affirm the student for meeting the learning target. This little red box summary lets the students know how they did in a nutshell and is accompanied by a sticker because stickers let students know I’m proud of them and I appreciate their effort! Stickers also make the students feel proud of themselves, which is important as it builds self confidence and motivates students to further learning (see student 3 feedback, top left corner – yellow sticker with a happy star on it!).]

c. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/learning targets measured.

[Through knowledge of the students' academic backgrounds and capabilities, the feedback provided to the 3 focus students is meant to address their individual strengths and needs relative to the standards/learning targets so they, as individuals, can further their learning in the most effective way.

Student 1 is a struggling reader and writer. In my feedback for her, I wanted to affirm her for the work she did, while providing her with the encouragement and support to improve and complete her literacy strategy. All of the feedback written on her paper, points directly to the learning target to remind her of the purpose of comparing and contrasting. Also, the feedback written on her paper uses language from our lesson in order to reinforce academic language and build on prior academic learning. For example, on the bottom left of Student 1 Feedback, I wrote, “Can you use your detective skills to write 1 more adjective to describe what friends are like?” Using the word, “detective,” gives her a fun challenge to “describe” using “adjectives.” At the bottom of the “Same” section of Student 1 Feedback, I wrote “1 more” to let her know she needed at least one more adjective or phrase there. Underneath, I gave her a hint to help her along, “What is the same about friends and enemies?”

Since Student 1 really struggles with spelling, I gave her multiple spelling corrections by spelling the word correctly and underlining the letters that need to be added, shifted, or corrected. Examples of this are shown in the “Same” section of the Venn Diagram. Another example is shown in the “Enemy” side of the Venn Diagram where Student 1 needed help not only spelling, but clearly communicating what she wanted to write. Here, I affirmed her phrase by writing, “Yes, that is true. Sometimes enemies want to beat you up.” Then I underlined her phrase that said, “beden up you.” This demonstrates the correct spelling for her so she can go back and correct her work. The writing in red in the left corner box reads, “I like your ideas, _____! Please finish your Venn Diagram with neat printing.” This lets Student 1 know that she is on the right track, but I want her to finish it so she can achieve the learning target. I also challenge her to print neatly since that is something this student struggles with on a regular basis. Because this student is a struggling reader, the feedback that I’ve written on her work will
need to be read with her. To address her individual needs, I will read through the feedback with her and provide that extra support needed to help her reach the learning target.

Student 2 is a capable student who regularly meets academic expectations. I intended for my feedback to encourage him to really grasp the learning target and practice questioning skills to promote deeper understanding. On the "Friend" side of the Venn Diagram in Student 2 Feedback, he wrote “play together” as something that friends do. Underneath that, I wrote, “Another word you could use for “play together” is cooperate. (Just another good adjective for your word bank.)” I accept the phrase, “play together,” but I wanted to remind him of the word cooperate and what it means so that he can put it in his mental word bank and use it in the future. This demonstrates challenging him by catering to his individual needs.

At the bottom of the “Same” section in the Venn Diagram on Student Feedback 2, he writes, “both are mad.” I added a question mark here and commented, “Do you mean they are mad at each other?” I want to find out why he used the adjective, “mad” for both friends and enemies so I add, “I want to know your thoughts. Let’s talk about this one.” After he reads his feedback, he will briefly tell me why he chose that adjective so I can measure his strengths related to the learning target through his oral explanation.

To address a need of student 2, I circled his bottom answer on the “enemy” side of the Venn Diagram (See Student 2 Feedback, bottom right corner). He wrote “are dumb” and the feedback I gave him is intended to help him improve his adjective to a more appropriate one that fulfills the purpose of the learning target. The feedback I wrote is, “Enemies might be smart...but they might make poor choices. What could you say instead of ‘dumb’?” Beside this remark I drew a little pair of glasses in red, so that when he looks at his score, “6/6” (top left corner), he'll see the pair of glasses and know to look for them to see what I want him to check. He successfully fulfilled the requirements of adding two of his own words, phrases, or adjectives in each section, so this one is extra, but I want him to look at and think about it. In the same section, I comment on his phrase, “want you to become mean,” because I recognize it is showing thoughtfulness and demonstrates understanding of the learning target.

Student 3 is a gifted student, especially in the area of literacy. Her reading and writing level is far beyond that of her peers and she loves a challenge. For this assessment, all of the students wrote down the character traits and phrases we did together during the modeling of the literacy strategy and then were required to come up with two more on their own. Student 3 had the optional challenge of coming up with all of them on her own. She accepted the challenge for the “Friends” and “Enemies” sections, including putting her answers in full sentences. This demonstrated to me that she could compare and contrast on her own, understanding the concept, and fully grasping the learning target. Her prerequisite skills are very developed.

To address the individual strengths and needs in my feedback for student 3, I affirmed her work, commented on it, challenged her to deeper thinking, and gave her some grammatical advice. First I affirmed her work by letting her know she nailed the learning target in her work of comparing and contrasting (see Student 3 Feedback, top left corner). I gave her a specific comment on her third phrase down on the “Friend” side, “Friends mom and dad treat them well.” To affirm this comment that showed deeper understanding and thoughtfulness I wrote, “That is a very thoughtful idea. It’s true that we learn a lot of how we act from our parents.” I also put light boxes around the character traits and adjectives that she used to describe friends to address her individual work. At the bottom of the “Enemy” circle on the lower right-hand side of the page, I gave student 3 something to think about by writing, “Do you think enemies really like being enemies or do you think they would like to change?” This comment is specifically for student 3 to address her individual strengths and challenge her to think on a new level. This could be a topic we discuss orally in class, or one-on-one together.

At the top right of the same page, (Student 3 Feedback), I gave student 3 a spelling tip/reminder, “When we add “s” to enemy, we drop the “y” and add “ie”: enemies.” This is some constructive advice which can help student 3 in her requisite skills for general literacy.
In general, my knowledge of the students and their individual needs and prior academic learning assisted me in providing them appropriate support in the individualized feedback given to each one.]

d. Describe how you will support students to apply feedback to guide improvement, either within the learning segment or at a later time.

[To support these second grade students in applying this feedback, we will take some time after the learning segment to make corrections and review. Some of the students will readily and easily make corrections on their own and have no problem reading my feedback. The struggling readers, however, will need extra support and guidance for improvement.

I will support students in applying feedback by having a work session where they may work together in groups of two or in a group with the teacher. For example, focus students 2 and 3 will be paired up and be able to discuss the feedback I wrote on their papers. Focus student 2 might say to student 3, “Do you have any ideas of words I could use instead of ’dumb’?” (see bottom right of Student 2 Feedback). Student 3 might ask Student 2 to read the ‘something to think about’ I wrote on the bottom right of her page, (see Student 3 Feedback), and they could discuss answers to that question. Having the non-struggling readers work together in pairs like this, enhances their learning, guides improvement, and develops communication skills.

For the struggling readers, in order to apply feedback to guide improvement, they will need extra support in reading my feedback. For those 7 students, I will either have them at a round table together or sitting in desks in one area of the room so it is easy to be present to support all of them. I will read my feedback with them, one-on-one, and have them make corrections while monitoring them closely. For example, with focus student 1, I would help her read my feedback in the “Friend” circle, (see student 1 Feedback, left side), showing her what she did correct, then help her read the comment on the bottom left and challenge her to come up with one more. I would give her some ideas as well to jog her memory from the learning segment theme.

After reading the comments with them, giving each student some time to make their corrections and/or discuss with one another to further learning, I would discuss orally with the whole class some of the adjectives, words, and phrases they came up with and ask some some of the partners what ideas they had in response to some of my feedback comments. This class discussion will support students after they have applied the feedback and guide them in their knowledge of comparing and contrasting in the future and using the general academic language they have developed over the course of this learning segment.]

3. Evidence of Language Understanding and Use

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

1. Use video clip(s) from 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 provide time-stamp references for student language use (this can be footage of one or more students' language use). Submit the clip in Task 3, Part B.

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

When responding to the prompt below, use concrete examples from the video clip(s) (using time-stamp references) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.
a. Explain the extent to which your students were able to use or struggled to use language (selected function, vocabulary, and additional identified language demands from Task 1) to develop content understandings.

[Before going into the learning target and modeling of the literacy strategy, students learned/reviewed the academic language, 1) **Comparing and contrasting**: Deciding if two things are more alike or more different, 2) **Traits**: Characteristics of people that make them the way they are, and 3) **Adjectives**: Describing words. In this case, describing traits of friends or enemies.

At 00:18 of Clip 1, I give the definition of character traits and a student pipes in with his prior knowledge of what character traits are. At 00:27, he says, “Character traits are what the character does, not what the character looks like.” In response I say to him, “kind of...things about them that make them do those things!...” This is to let him know that he got part of it, but character traits are even deeper than simply what the character does, but things that make them who they are. I then give him an example using himself, saying that he is outgoing, so he likes to talk and wiggle.” At 1:20-1:38 of Clip 1, the students read the learning target together and read the academic language very well, showing familiarity of the words, “adjectives, compare and contrast, friends, enemies, and Venn Diagram.” For the modeling of the literacy strategy, the students needed to put these terms into practice by giving examples of each. At 3:43, a student is sharing examples of character traits of a friend and I help her turn them into great adjectives for the Venn Diagram, “helping and caring.” At 4:12 of Clip 1, another student is sharing, but he has trouble putting it into adjectives, traits, or a phrase, so I help him out. At 5:18 of Clip 1, a student suggests, “bullies” which definitely contrasts the “friend” side, of which we were just discussing. He demonstrates his ability to contrast friends from enemies in this suggestion. At 6:30 of Clip 1, a student explains a scenario about a friend and an enemy, contrasting the two, but also showing how they can be the same. She successfully applies the academic language to her explanation demonstrating deeper thinking. ]

4. **Using Assessment to Inform Instruction**
   a. Based on your analysis of student learning presented in prompts 1b–d, 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).

   [ Based on my analysis of student learning in prompts 1b-d, my next steps for the whole class are instruction and discussion, engaging learning activities, group and pair practice at comparing and contrasting, individual conferencing, reflective practice, and vocabulary development using the vocabulary self-collection strategy. The vocabulary self-collection is beneficial for all students from the struggling readers to the gifted students, because the students can be collecting and developing their vocabulary at their own level and pace. This will help them in future literacy strategies to have more requisite skills for the task at hand. Students will also be participating in a monthly reading log to monitor and encourage reading books from the classroom library or school library. Students will also be going on Reading A-Z (Raz-Kids) to read books at their level, do comprehension quizzes and general literacy activities and practice. These next steps for the whole class and the groups with specific needs will be communicated... ]
with the parents and guardians of the students as well, so that the educator and parents are on
the same page, working together towards the same goal of supporting each student.

The struggling readers in this class will need extra guided reading practice along with
spelling practice. This will be done in guided reading groups as well as daily spelling practice on
paper and using computers (spellingcity.com). Parents will be encouraged to read with their
child for at least 15 minutes daily (the more the better) to strengthen the students' sight-word
recognition as well as reading comprehension. The student with hearing loss in one ear will also
be encouraged to read with a parent every night and then to draw a picture about what the story
was about. He loves to draw and puts his best effort and concentration into his drawings. If he
makes a habit out of drawing to demonstrate comprehension, it will not only motivate him to
read more, but strengthen his literacy skills and give him a greater desire to read. Focus
Student 1 falls into the struggling reader category and will be encouraged to use the resources
like the classroom library and school library to do daily reading with her parent as well as keep
track in her reading log. She will also be able to practice her spelling and reading online at Raz-
Kids.com and spellingcity.com where she has her own account set up for her reading and
spelling level. She will have personal conferences with the teacher and be tested on her sight-
words every month.

Focus Student 2 will be challenged to try his best in everything. He is capable of really
shining in literacy, but needs to apply himself. Full sentence practice, journal writing, vocabulary
self-collecting, and pair practice will be strategies used for student 2. Personal conferences with
him to hear his self-reflections on his progress will be important. To encourage him to use the
library and other reading resources, he will start doing simple book reports on books of his
choice and count that in towards his reading log.

Focus Student 3, the gifted student, will be working on her own vocabulary collection
and practicing her spelling too (which is a different spelling list from the rest of her class). In her
self-reflection, she demonstrated a desire to move on as she met the learning target and was
ready for another challenge. She loves to set goals for herself and achieve them by a certain
date, so we will be setting goals for her reading and also have her begin doing book reports
along with her reading log. To allow space for creativity, she will have the option of writing a
book report summary of the book, or a continuation of the book she reads. If she has other
writing ideas, I will be open to discussing them with her. To give her some extra responsibility,
she will also be the leader of one of the guided reading groups for her classmates. This helps
her develop leadership skills and solidify her own knowledge through guiding and tutoring. I will
oversee and check on how she is doing at personal conferences with her, but I believe this will
be a very successful step for her to take in her learning.]

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

[ These next steps follow from my analysis of student learning and self-reflections as they come
straight from my knowledge of the students, my knowledge of their performance on their
assessments, and the voice they shared with me in their student self-reflections. Those are the
three areas that I drew from in planning my next steps for each one of these students. For my 3
focus students, my planned next steps have some specific ideas to make learning extra
appealing to them and challenge them as they need individually. Personalizing instruction
(Dietrich, Emil, 1925) is an invaluable strategy for making education enjoyable and engaging for
each student. If the students are engaged in what they are doing because the material is at their
level and they can achieve success, they are naturally excited to learn and to do their best.

The specific next steps I planned for the whole class (including the 3 focus students and
groups with specific needs) include reflective practice, vocabulary self-collecting, and wide
reading. Each one of these researched literacy activity/strategies can be done for each student
Reflective Practice (Dewey, 1933; Schon, 1983) is a valuable component if I want the students to take some ownership of their learning and to be able to communicate their progress towards a learning target or outcome. Reflective practice helps students recapture experiences, think, and evaluate their own learning, teaching them to be thinkers as they grow, not robots who simply do what they're told and hand it in. The Vocabulary Self-Collection Strategy (VSS), (Ruddell, 1992) is an awesome way for students to develop their range of vocabulary and sight-word recognition. Students can keep a journal, mini-dictionary, or flashcards in their desk or at home and add words to their VSS any time they want. I might refer to it during class when there is academic language the student need to remember, but they will be challenged to use it on their own when they're reading or listening to books and come across a word they want to add. The VSS will help each student from the struggling readers to the gifted learner develop and enhance their vocabulary, strengthening their requisite skills for any and all literacy activities. Wide Reading (Nagy & Herman, 1987) is an important next step I plan to engage all students in. Students are encouraged to use the resources they have available and read as many books as they can. The students know which books are their level and know of online resources too. It is so important for students to be widely exposed to reading; being exposed to print, sight-word recognition, sounding-out, phonics, comprehension practice, and so much more! The students have their reading logs to keep track and motivate them and students will have individual goals to reach in their reading.

Finally, in all of these planned steps, it is important that the educator and parent are on the same page and are able to support each other in the education of the child. Through Home/Community Connections (Meyers, 1993) such as reading logs, parent/child reading, notes home, agenda messages, and personal conferences, parents and/or guardians will be aware of where their child is at in literacy and be provided with resources to practice at home and partner with the teacher in helping the child reach realistic educational goals.