

Annotation & Evaluation

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Trentacoste, Tania ESOL Cluster 3

Status: Evaluated

EVALUATION

	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 3.E.1. Plan instructional strategies that further ELL students' development in listening, speaking, reading, and writing English.	<input type="checkbox"/> 3.B.1. Develop instructional materials, plan instruction, and develop assessments, including collecting and evaluating interlanguage data that further ELL students' development in listening, speaking, reading, and writing English.	<input checked="" type="checkbox"/> 3.F.1. Implement instructional materials, lessons, and assessments, and scaffold communication to promote integrated language development appropriate for ELL students' level of English proficiency.	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled

Comments from Evaluator:

ANNOTATION

1. Type and description of evidence(s) (e.g. assignments, activity)

Pasco Hernando Co hart
FINAL INTERNSHIP STUDENT
Already completed ESOL practicum Fall 2008

1st Evidence:

Type of evidence:

Copy of a shared reading lesson I implemented in a first 1st grade class.

Description of evidence:

This assignment satisfied a requirement for my RED 4310, Early Literacy class. For this assignment I was required to create a reading lesson plan for primary students. In this lesson it required me to teach it then accurately assess the students. This lesson was implemented in a k-1 classroom at the school where I was doing my internship. It was a whole lesson shared reading. The book I chose to do my lesson on was "Eek! There's A Mouse in the House!" The skill selected for the lesson was how to identify words that rhyme. The teaching point was to have the students understand words that have the same sounds at the end is how they rhyme. The lesson contained all aspects of a shared reading. Materials for the lesson included a chart board, markers, a worksheet to fill in the words that rhymed from the story, and a graphic organizer (word splash).

2nd Evidence:

Type of evidence:

Copy of a lesson implemented in my level II internship during my ESOL practicum.

Description of evidence:

This assignment satisfied a requirement for my level II internship. For this assignment I was required to create a lesson that I would teach in my level II internship. The lesson I created was a lesson on story elements. In second grade it is very important to understand many different ways to summarize a story. This lesson teaches the students a way to summarize a story using their imagination and facts from the story. I chose a book that had each story element distinctly recognizable. Mrs. Toggle's Beautiful Blue Shoe was the name of the book. First I went over what each story element was using Popsicle sticks with a cut out of a picture that represents that story element. I taped them onto the chart board paper and labeled the story element next to each. As we read through the story I performed think alouds getting the students thinking of each of those story elements. For example when Mrs. Toggle kicked the kick ball and her shoe flew off and landed in the tree, I thought aloud "Hmmm! Could that be a little bit of a problem, I don't know let's keep on reading". The think alouds worked very well. When I finished reading I explained the directions of what they were going to do for their independent practice.

They were each going to receive a Popsicle stick with one of the story elements on it and an index card. On the index card they were to write the story element on one side and on the other side write a detailed sentence describing that story element in the story and draw a picture. I then handed each student a Popsicle stick and an index card. I roamed around the classroom helping those students who struggle. Such as this one young boy who has spatial, language, speech problems. I drew lines on his index card for him to write on and wrote down the sentence he told me he wanted to write so he could copy it from mine, but it was in his own words. When all the students finished we gathered back together on the carpet. They sat next to other students who had the same story element, then I had each student tell what story element they got and share their sentence and what they drew.

3rd Evidence:

Type of Evidence:

Copy of read aloud assignment implemented in a K-1 Classroom.

Description of Evidence:

This assignment satisfies a requirement for my RED 4310, Reading and Learning to Read, class. If you Give a Mouse a Cookie was a read aloud assignment implemented in a K-1 classroom. This lesson was designed to use in a primary classroom. The teaching point was cause and effect. This activity included reading the book, discussing what cause and effect is, creating our own cause and effects using "If.... then...." approach, then completing a cause and effect graphic organizer. This assignment clarified the relationship between language and literacy.

4th Evidence:

Type of Evidence:

Copy of Intermediate Individual Assessment Project implemented during ESOL practicum and Level II internship.

Description of Evidence:

This individual assessment project was a requirement of my RED 4310 Intermediate Literacy, Assessment, Diagnosis and Remediation course. This assignment required me to administer a battery of assessments to three intermediate students, then evaluate the results. One student was ESE, another a mainstream student, and the last an ESOL student. The assessments administered were an attitude survey, a informal reading inventory, and two reading assessment for each student. I evaluated the results of each assessment by creating a diagnostic matrix and instructional goals based on the diagnosis.

5th Evidence:

Type of Evidence:

Copy of Powerpoint group presentation I implemented within the classroom.

Description of Evidence:

This assignment satisfies a requirement for my LAE 4314 Teaching Writing in the Elementary school, grades K-6 class. This assignment was designed to teach us how to develop, implement, asses and remediate developmentally and linguistically appropriate instruction based on each students needs which help foster the highest possible achievement for all of the students. My group did our lesson plans on writing poetry. The week long unit that we created was on formula poems, free-form poems, syllabic poems, rhymed poems, and model poems. Our final lesson was a review and assessment about the different types of the poetry that was taught throughout the lesson. I created the learning center for the poems. Each and every lesson was developed to meet the Florida Sunshine State Standards. They were also designed to include instructional plans that matched students' cognitive, social, linguistic, cultural, emotional and physical needs.

6th Evidence:

Type of Evidence:

Copy of Five Reading assessments implemented in primary classroom.

Description of Evidence:

This assignment satisfied a requirement for my RED 4310, Early Literacy Learning class. It was assigned to teach us how to administer several different types of assessments. This assignment involved assessing the student then analyzing the five assessments done on that student k-2. The assessment took place in a first grade classroom and was conducted by me as an intern. We were given the option of choosing the first four assessments and the last had to be a running record. The assessments I chose to administer were letter ID, concepts of print, running record, sentence dictation, and words/letters. The first assessment I performed with this student was the Letter ID assessment. In this specific assessment the student had to say the letters aloud. The letters consisted of both lower case and upper case. The next assessment I performed was the Concepts of Print. This assessment asked the students questions according to a book. Some questions asked were where is the front of the book? And Where do you start? Etc. This assessment is related to reading because children need to understand how to use a book and be able to show the teacher they understand. Next onto the assessment of a running record. This is where the student has to read a short story or a paragraph telling. Because this is only first grade a short paragraph that tells a story if recommended. The fourth assessment was sentence dictation, this is where the teacher reads a sentence and the student has to write down what they can. For the final assessment the student performed a words and letters assessment. For this assessment the student is to write all the words they can. If they get stuck prompt them with questions such as who is in your family, ask what they like to do, or give them words to spell. This assignment was designed to teach us all of the components involved in assessing students. These components include planning, gathering, interpreting, analyzing, and implementing. All of the assessments I performed was on a 7 year old boy who is ESE. He receives extra help in all academic areas. The letter ID assessment is given to find out if the student has any problem identifying letters of the alphabet upper case or lower case. Concepts of print go along with identifying parts of a book. It is very important for a child to know the different parts of a book, this assessments show if a students' needs help with identifying parts of a book. A running record is used to monitor a student's growth in reading. The teacher giving the assessment has a copy of what the student is reading and on this copy the teacher marks to show exactly what the student read. In the assessment of sentence dictation the child is read a few different sentences with certain amounts of phonemes and the student is required to write the sentences down as i read them. The student then gets credit for each phoneme that is correctly written and identified in the students writing. The words and letters assessment is also known as phonemic segmentation assessment that is based on sight words. As a result of all the assessments I performed on this student, I was required to write a paper discussing the outcome of each assessment given. I also had to explain the diagnosis of the student's weaknesses and strengths, and any suggestions for the future instruction of this student. The analysis of each assessment is based on what I have learned throughout my college of education course work and internships.

7th and 8th Evidence:

Type of Evidence:

Copy of Case study Part 1 and Part 2.

Description of Evidence:

The Case Study satisfies a requirement for my Language Principles, Acquisition, and Teaching course. Has two parts throughout these two parts I evaluated the reading and writing literacy, pragmatics, discourse, phonology, morphology, semantics and syntax of a second grade student's speech and language. This student is at the speech emergence level of language acquisition. Along with the case study are 4 appendices a lesson plan, a writing sample, a reading sample, and a transcription.

9th Evidence:

Type of Evidence:

Copy of Mind Map of Language acquisition article.

Description of Evidence:

This assignment satisfies a requirement for my EDF 3122 Learning and Developing Child, class. Mind maps are created to help remember what you read and how it relates to one central point. It teaches how to learn from reading, brainstorming, note taking, etc. The diagram focuses on one central point and branching off this words re words, ideas, tasks, that are all related to the key point one way or another. It can pose as a study aid, used of organization, and a problem solving strategy. Students can make their own mind maps using their own words to help them remember what they read or what they have taken notes on.

10th Evidence:

Type of Evidence:

Copy Overextension/underextension/Overgeneralization

Description of Evidence:

This assignment satisfies a requirement for my EDE 3122, Learning and the Developing Child class. This assignment allowed me to compare differences in ways that ESOL students develop phonetic sound during the English language learning process. Durign this assignment I used Overextension, Underextension, and Overgeneralization. These different language processes are defined and explained thoroughly and three examples are also given of how an ESOL student might use the words. I feel that this assignment allowed me to fully understand components that relate to this ESOL Cluster because I was able to evaluate and now aware of the process of second language acquisition which allows me to further the development of listening, reading, and writing English.

11th Evidence:

Type of Evidence:

Copy of ESE/ESOL article critique and summarization

Description of Evidence:

This assignment satisfies a requirement for my EEX 4070, Integrating Exceptionalities into the Classroom, class. For this assignment I was required to find an article that related to both ESE and ESOL students. I had to critique and summarize the article. The article I read was Uplan: Functional ESOL Immersion for special Education Students. The main purpose of this article is to explain a program of English instruction to speakers of other languages that also have learning disabilities. The article is for both ESOL and ESE or just ESOL or ESE. It is based on Uplan philosophy which is in Israel that was created to teach Hebrew culture to immigrants. All teachers will have an ESE student or ESOL student in their classroom as some time or another. This article gives ideas to use in the classroom to better integrate these students, so it can be helpful to any teacher.

12th Evidence:

Type of Evidence:

Copy of article review

Description of Evidence:

This assignment satisfies a requirement for my LAE 4414, Teaching Literature in the Elementary school, grade k-6 class. For this assignment we had to find an article, read it, and do a short summary. The article I chose was Crossing borders: Multicultural Literature in the Classroom. The article talks about how cultures in our society today are changing constantly. The authors of this article are Deborah Dietrich and Kathleen Ralph. Throughout the article they discuss different strategies and methods that should be brought into the classroom to create a more multicultural literary class.

13th Evidence:

Type of Evidence:

Copy of ESOL Website Critique

Description of Evidence:

This assignment satisfies a requirement for my 4310 Intermediate Literacy, Assessment, Diagnosis and Remediation course. This assignment consisted of finding a website geared towards ESOL students that included information, ideas, strategies, articles, etc. I found an ESOL website called Center for Applied Linguistics. I wrote a summary on a article I found on the website and talked about how I could integrate it into my classroom.

ALL NEW UNDER HERE

LESSONS IMPLEMENTED AT ALL FOR LESSONS

4/26/09

14th Evidence:

Type of Evidence:

ESOL I Lesson Plan implemented in a kindergarten classroom during my first internship and ESOL I.

Description of Evidence:

This evidence satisfies a requirement for my FLE 4316, Teaching LEP Students, K-12. This lesson is a math lesson focusing on action counting 1-10. This lesson caters to ELL students as well as other types of learners within the classroom. This lesson includes modifications for all levels of second language acquisition. Although the lesson was implemented within a class that had only 1 ESOL student and that student was at the Early Production Stage of second language acquisition. During this lesson it integrates the art of music to help the students internalize the information at hand.

ADED 4/26/09

15th Evidence:

Type of Evidence:

Social Studies Lesson Plan implemented during my second internship and ESOL Practicum in a second grade classroom.

Description of Evidence:

This evidence satisfies a requirement for my Teaching Elementary Social Studies. This lesson focus is on citizenship. It goes into depth on the five themes of citizenship. It really can benefit ELL students because they are able to express how their

home life relates to these themes. This lesson was modified for two students within the classroom during my ESOL Practicum and Level II Internship.

ADDED 4/26/09

16th Evidence:

Type of Evidence:

Copy of Grammar mini-lesson implemented during ESOL Practicum

Description of Evidence:

This assignment satisfies a requirement for my ESOL Practicum course. We were required to create ESOL specific lesson and teach it in a small group setting. This grammar mini-lesson was an ESOL specific mini-lesson implemented and designed for my ESOL practicum Fall of 2008. This mini-lesson was completed in a fourth grade classroom in small group. The grammar mini-lessons focus was on people nouns. Although this lesson was designed for all four levels, in small group I had a student at speech emergence and intermediate fluency.

ADDED 4/26/09

17th Evidence:

Type of Evidence:

Copy of Reading lesson Implemented during ESOL Practicum

Description of Evidence:

This assignment satisfies a requirement for my ESOL Practicum course. We were required to modify a lesson for ESOL student to accommodate their individual needs. This reading lesson focus was on story elements. I implemented it in a second grade classroom with modifications listed at each part of the lesson. In this second grade classroom the ESOL student was at the preproduction stage of second language acquisition.

2. How did the evidence(s) address the ESOL Cluster? (Why are you using the evidence(s) to prove you met the practice and rubric criteria?)

1st Evidence:

I am using this evidence to show my ability to conduct an entire lesson and assessment by implementing in a class. I was able to use differentiated instruction to ESOL students. During the lesson on the word splash pictures will also be draw to help the ESE and ESOL students. For their assessment they were able to draw to show understanding. The word splash gave the students something to refer back to if needed. While I was reading I made sure I showed more emphasis on words that rhymed. Also during the reading I paused and discussed the vocabulary words (rhyming words) to enhance their understanding. The Worksheet given for tick-out-the door is their assessment. This is more of an informal assessment/alternate assessment because it is a simple worksheet that shows what the students learned from the lesson. This is a form of alternate assessment because the students are learning and applying immediately. The students are not feeling the pressure of a traditional assessment and it is quick and easy for the teacher to see if his/hers class understood the lesson.

2nd Evidence:

A lot of times when students are learning the elements of a story they are simply labeling of writing, and discussing what they are. I feel that in this lesson the students are exercising their imagination and creating their own little version of the story using facts from the original story. Because the students are so young not being able to see the pictures in the book it is working on their critical and creative thinking. They are being required to think back into the book and figure out what part they have to write about and draw about. For ESOL this lesson was really hands on. From using a story with amazing illustrations to go along with the story to the popsicle sticks with symbols to go along with the different elements of the story. Also assessing the students learning through giving them an element then having them illustrate that part and writing a sentence, phrase, or descriptive word telling about that story element. This lesson had the students dive into abstract thinking when creating their drawings to go along with their sentences.

3rd Evidence:

Students moved quickly and quietly to the magic carpet to hear the story "If You Give a Mouse a Cookie". This lesson was modified for ESOL students who are in mainstreamed classrooms. The language arts objective was cause and effect. This story related to all students because all cultures experience cause and effect. When reading I was very enthusiastic with the use of different voices for different characters throughout the book. This excited the students and kept their attention on me. This allowed the students to learn how the complexity of a simple story can make it so much more interesting and fun to read. The relationship between the boy and the mouse gave a diverse spin to the story and showed the students how just because you may be different from one another you cannot be friends. When reading aloud I was able to show the students the complexity of language and relations to their society. I integrated diversity into the lesson by showing the students that the mouse and the boy were different but also liked the same things and sometimes different things and that's okay. As we discussed the story some student pointed out that many people have differences and that's what's makes them who they are. One student said that it is fun to have a friend that is not like you because you learn a lot from them. The responses I got before doing the 'if..then..' activity were amazing.

4th Evidence:

This assignment meets this ESOL cluster because I showed my ability to assess different students reading levels with different learning styles and abilities to develop long and short term goals based on the evaluation of each student's assessments. One of the three students was an ESOL student in the fourth grade. This student was below grade level and at the speech emergence stage of second language acquisition. According to the Attitude assessment which was a survey, this student loves to read and does it for fun. The Schonell reading assessment demonstrated this student was reading on a 4.7 grade reading level. She did a very good job sounding out the words on the list but I could hear her accent she pronounced some of the letters like the Spanish language does. The meta-comprehension strategy index assessment showed that this student comprehends well according to when things are suppose to be done prior, when, and after reading. I felt the wording of the questions asked during this assessments was confusing and easily to misunderstand. When administering the running record assessment I only got to test her once and she was at a level 24 but with 94% accuracy rate, 1:18 error rate, and 1:14 correction rate. She reads from right to left with no problem, and rereads for confirmation. Her comprehension is accurate but she lacks depth of details of the story. She shows understanding but has trouble reading fluently.

5th Evidence:

When creating these lesson plans and making the appropriate modifications I learned that a good lesson needs to include activities that motivate the students and meet the objectives that I have set for them. I have notices when I created a lesson

it helps me to create the objectives after the entire lesson is planned. I do that because I now know what is expected of the students and I can measure it up to the objectives. A great way to become a better teacher is to implement a variety of instructional activities that accommodate each student's developmental skills. As a teacher I will also promote continuous intellectual, emotional, social, and physical development to each student I teach and/or work with. The lessons my group came up with were great because they could work with very diverse learners. The activities we provided throughout the lesson worked well because students with varying exceptionalities were also able to easily participate in. For example the learning center I created was a hands-on activity and could also be used as a group activity. This was great for ESOL and special needs students. Also a classmate that I worked with during this lesson created a syllabic poem lesson on haiku poems. It was accommodated for ESOL and special needs students because there was a worksheet they could fill in the blanks with the word with the correct number of syllables in order to complete the haiku. By developing and implementing a variety of instructional approaches, as a group we have aligned with the students' developmental levels, prior knowledge, backgrounds and experiences. Each of these lessons allows the students' time to remember experiences and pull from prior knowledge. For example in the introduction lesson the students are asked for background knowledge they might have about poetry and different styles of poems. The strategies used to accommodate ESOL students in these lessons enable the students to participate and practice new language communication skills. In the lesson of syllabic poems prior knowledge and experiences help the ESOL students complete the haiku poems. In Krashen's theory, the first language or heritage language can interfere with the process of acquiring a second language. Before these learners acquire their second language, they use their background knowledge of their first language or heritage language to make their speech comprehensible. Also throughout this thematic unit I was able to incorporate my views on the Dignity theory by Curwin and Mendler in many different ways. One way I incorporated this theory into my teaching was keeping in mind that instilling fear into your students is not a way to get them to cooperate or to learn. When you instill fear into your students their brain downshifts into a lower area or learning capacity instead of the neo cortex where more complex learning and understanding takes place.

6th Evidence:

This assignment addresses this accomplished practice because I was able to apply my prior knowledge of a students' background information to assess their reading and writing levels. Through completing this assessment assignment I was able to then create and implement individual lessons and whole group lessons for the one specific student. When designing the lessons I had to use my knowledge of their reading and writing level and be able to accommodate to each students level within the classroom.

7th and 8th Evidence:

The ELL Case Study addresses this accomplished Practice because I had to design lessons for an ESIOL student based on their linguistic and cultural needs. I had to assess his both reading and writing literacy, and his language by evaluating discourse, pragmatics, phonology, morphology, syntax, and semantics in conversation. Using information from Krashen's theory the L1 can interfere with the process of learning and acquiring the second language. ELL students use their background knowledge of their L1 to make sense of what they are speaking. Throughout my case study I spend a lot of time explaining how student has problems with the pronunciation of certain English phonemes such as /b/ for /v/ and the long I for the short i. In Spanish the letter V majority of the time is pronounced with the sound of a B. He also did not understand the 'ja' sound of a 'g' because in his language j's make that sound. He eventually pronounced the words correctly and we moved on. He was very eager to learn the correct way to pronounce new words and didn't want to be shown any mercy when he was wrong. Throughout the story he paused a lot to get reinforcement that he was doing ok. He has very good comprehension skills, it is just pronouncing words correctly that he has trouble with. Therefore coming into a new language Spanish students tend to carry over the pronunciation of their language. Throughout the interview I asked the student personal questions and questions I felt might interest them to keep his attention. With my some of my background being Spanish I tried to use some Spanish words I knew to show him that I am interested in his cultural background. In the case study I also discuss the specific learning needs of this student. His BICS was well developed considering he was taught some English before coming to the United States. But as far as Reading and writing goes, it is definitely must when it comes to academics. His comprehension level is very high when listening to the English language and will only gets better when his reading and writing improves. I feel he needs more exposure to guided reading and writing. Writing examples, peer-monitoring, and self-monitoring are a few things that will benefit his writing. To address all of these learning needs a lesson plan was developed and implemented. It is attached at the end of the case study. In this lesson the student learns how to recognize sounds, hearing and spelling sounds at the end of words, and pronunciation of sounds pr sound sequences. This lesson was designed specifically for his cultural and linguistic needs.

9th Evidence:

In addition to creating this mind map I learned that it is a great way to integrate technology into the classroom my students. This will allow the students to have positive interaction with technology while using critical thinking, inquiry skills, and success of individual student. The mind map created an effective way to help meet learning and teaching outcomes. The main key of this mind map was on metacognition. It is a creative and clear way to show students exactly was metacognition and what it means. The use of illustrations also caters to students being able to put things together in a way more than just using words.

10th Evidence:

This assignment focuses on furthering the ELL student's development in speaking, listening, writing, speaking, and reading which directly relates to Language Acquisition and Literacy development; ESOL Cluster 3. This activity helped me gain understanding of different ways ESOL students can apply grammar rules through Overextension, Underextension, and Overgeneralization. If common errors are analyzed and understood at the time of learning the English language will help develop appropriate instruction to assist students with fluency and grammar that is only associated with the English Language.

11th Evidence:

This article goes into depth on relating real life into the classroom. These students benefit from what they learn in the classroom because they are able to use it in everyday life. For example teaching the students things such as interviewing for a job, or conversations they may have at a grocery store or restaurant. It talks about how on a regular basis groups of students are divided up into ESOL then mainstream but the reality of this problems is that in the ESOL group there are various level of language acquisition that need to be catered to. In this program there are students from ages 5-19, plethora of disabilities, and all different backgrounds. This program is not something that all aspects could be used in the classroom but it has some very helpful ways to integrate what diverse students need into the classroom.

12th Evidence:

Throughout this article they discuss different strategies and the methods should be implemented into the classroom due to

the fact of cultural differences population growing. Teacher should allow students to get a feel for their backgrounds and to evaluate their own cultures. Because of this it is important to integrate multicultural literature into the classroom. Having these resources in the classroom will allow students to learn about their own cultures and the classmates cultures. When a student is able to relate their own culture to what they are learning in school it motivates them to want to learn more. This can also go for learning about culture unlike yours, children are very curious about the world around them and culture is a big part of that world so integrating into the classroom will create open mindedness.]

13th Evidence:

In this article it points out that cooperative learning has a drastic positive impact on most of the variable that are critical to language acquisition. The variables are input, output, and context of complex interaction. Language acquisition is fostered by all of these critical variables in different ways. The article goes into depth on each part discussed. Cooperative learning in an ESOL classroom of mainstream class with ESOL students creates a learning environment that is very rich with constant learning opportunities. In conclusion cooperative learning transforms input, output and context variable in the direction of facilitating language acquisition.

ALL UNDER HERE

ADDED 4/26/09

14th Evidence:

The ESOL I modified lesson Plan shows my understanding of Cummins Quadrant as well as content, linguistic, vocabulary and cultural objectives. For each part of the lesson I was able to modify accordingly for each level of language acquisition. Also assessment for each level was given although all levels of language acquisition were not present within the classroom. A follow-up activity was also given to be taken home for fun and for them to combine their two worlds. This evidence addresses this accomplished practice because it was implemented within a kindergarten classroom. There was one ESOL student in the classroom that was at the Early Production Stage of second language acquisition. For this lesson I modified each section of the lesson for early production, used extra instructional materials, as well as alternative assessment for this student. One thing done throughout this lesson was teaching a song slowly about numbers 1-10 along with visuals for the EP students to connect the pictures with the numbers. For the flash card section of the lesson the EP student had to say the number as I went through the flash cards. To enhance student learning repetitiveness is very helpful, therefore every morning the students will use this song as a review of numbers 1-10. I gave this student an informal assessment at the end of the lesson using a dry erase board and had the student write the number then say it allowed to reinforce the concept.

ADDED 4/26/09

15th Evidence:

The social studies lesson was about citizenship. It addresses this ESOL cluster because once again I show how to modify a lesson so that it can be taught to all ELL students no matter their level of English proficiency. In this lesson I try to relate the students' real lives to the subject and get to know how they truly feel about the concept. In this lesson the modifications are given at the end of the lesson and are not as specific because this topic should have already been presented to these students year after year. This evidence addresses this accomplished practice because it was implemented in a second grade classroom with a student at preproduction stage of second language acquisition and a student at speech emergence stage of second language acquisition. This lesson was implemented during my ESOL practicum and level II internship. The modifications were made at the end of the lesson under differentiated instruction. This lesson was required to be modified at all four levels but it was only implemented at the preproduction stage and speech emergence stage of second language acquisition. For this lesson the modification for preproduction were as stated; Act out the themes to show emphasis. Use visuals. Work with a partner. Provide dictionary and flash cards with five characteristics in English and in Spanish. Explain directions thoroughly. For this lesson the modifications for the speech emergence stage were as stated; Work with partner. Allow them to use phrases to express feelings about lesson focus. Explain directions thoroughly. Taking into consideration the idea of teaching moments, for the summarization/assessment I had the students stand up and I explained the when the ball gets to them I gave them an example of one of the themes and in response they had to tell which theme it fit under. The example was available to my ESOL student in Spanish and the themes were also displayed on the ball in English but on the board from English to Spanish. This lesson allowed me to show how I can make modification to my lessons based on my students' individual needs as well as whole group needs.

ADDED 4/26/09

16th Evidence:

This Lesson addresses this ESOL cluster because it was implemented during my ESOL practicum with students at second language acquisition stages intermediate fluency and speech emergence. This lesson was an ESOL specific lesson taught in small group with two students. This lesson shows how I implemented instructional materials and scaffold communication to help promote integrated language development. This lesson was a mini-grammar lesson. All four levels were specified in the assessment of student learning and differentiation of student learning. For assessment of student learning at the speech emergence stage a hand out was given with short sentences and have to underline the people noun of that sentence. At intermediate fluency setting the expectation level high for these students will challenge them but they will be able to do it. These students will be given the same worksheet as the mainstream students would have and have extra time to complete it. The mini-lesson allowed me to show I can create ESOL specific lessons accordingly using my knowledge of each second language acquisition stages and teachings strategies that go hand and hand with each stage.

ADDED 4/26/09

17th Evidence:

This Lesson addresses this ESOL cluster because it was implemented during my ESOL practicum with student at second language acquisition stage of preproduction. This lesson was a mainstream lesson modified to fit the second language acquisition stage of preproduction. This reading lesson focus was on story elements. Throughout this lesson is had a lot of ESOL teaching strategies within it even before modifying it for the preproduction student. This lesson was very hands on and visual. This lesson was modified at all four levels for each stage of the lesson but was only implemented at regular education and at the preproduction stage of second language acquisition. Examples of modifications made at each stage of the lesson are as follows; pre-assessment- Show illustrations in the book as you review each story element of the book already read. Also have the word of that specific story element in English and Their native language. Point, act out, and model as much as possible for better understanding for your student. Presentation of content- Preproduction-Constantly point things in illustrations that go along with what you are reading. Match illustrations to words as reading. In think aloud model what it is you are explaining by using chart paper with the words in English and their native language labeled for the story elements. Guided practice Preproduction- On chart paper have pictures that represents each story elements along with words in native language for better comprehension. While going over each element show the illustrations that go along with each. Independent Practice Preproduction-Model one example for them to follow. On their index cards write the story element they have to illustrate in English and their native language. Allow these students to refer back to the book for their specific story

element they are to illustrate. On the other side of the index card have them illustrate their element. And assessment-Preproduction- For assessment have these student show their story element and illustration. This lesson also integrated the arts. Using illustrations to express understanding help students who enjoy art and are visual learners. This lesson really showed my ability to implement a plethora of strategies to promote integrated language development appropriate for an ESOL students' level of English proficiency.

3. Answer the question below that best fits your evidence

a - If your evidence involved your direct work with (P-12) students, answer this question: How did the evidence/s impact students' (P-12) learning? (How would/did the evidence(s) help students learn?)

b - If your evidence did not involve your direct work with (P-12) student, answer this question: How could the evidence/s impact students' (P-12) learning? How could the evidence(s) help (P-12) students learn?)

1st Evidence: (a)

For a teacher to receive accurate assessments they must integrate all learning styles of each student. Throughout this lesson I used different strategies such a group discussion, a worksheet, and a word splash to encourage student comprehension of the lesson being implemented. Assessments are a big part on creating lesson plans because it ensures their understanding of the material that is being covered. When presenting the material the students were to share words they knew that rhymed, linking prior knowledge is a big part of learning and every student learns more when a lesson is directly related to them in some way. The use of the word splash and then adding to it after the story was read proved to be helpful in the assessment. The group discussion helped the student stay on task and motivated because they we able to link the story read to the word splash they created. Some of these students had read this story prior so they were excited when they could chime in on rhyming words throughout the story. For the ESE and ESOL students this lesson worked out great because the drawings on the word splash that went along with the words really helped them remember the words when completing the assessment.

2nd Evidence: (a)

This lesson on story elements is by far my favorite lesson I have taught because it gets the students thinking creatively and critically. For students at this age is very important to teach them various ways to summarize a story or anything they read for that matter. This lesson allows the students to use their own thoughts along with what they heard within the story. This lesson shows the ability of the students work independently. On the index cards when the students are asked to describe, explain, and give details it shows their ability to answer higher order thinking questions. The students also have to be able to connect their drawing with the sentence they wrote. Over all they did very well in this lesson and sharing it with the rest of the class was their favorite parts. I also created a window show of all of their work from this lesson and it is there for all of the school to see. In the story element lesson critical thinking plays a large role because the students have to constantly refer back to what they have already learned about the story elements to figure out which part of the story goes with which story element. Some students would get confused on what was the problem and what was the solution. Their critical thinking skills were measured when doing so because they had to go back and rethink what defined a problem and what defined a solution. This lesson benefitted the ESOL students because visual learning was occurring as well as hands on and cooperative if needed.

3rd Evidence: (a)

The read aloud impacted all students in terms of understanding the use of cause and effect as a reading element. The response of the students helped me see the difference of learning styles within the classroom. During the reading the use of chart paper to write down and illustrate cause and effect phrases really benefited the ESOL students. The lesson had students thinking critically when they were able to create their own cause and effect phrases. The use of the "if...then..." approached helped the students understand cause and effect because they were able to use prior knowledge to enhance understanding of this activity. This use of a cause and effect graphic organizer gave substance to the material they had just learned. They used phrases from the book to complete the graphic organizer to the best of their ability. Students were able to use pictures to show the cause and effect. The use of pictures next to words helped the ESOL students comprehend and create their own cause and effect graphic organizers. The teacher of the classroom I implemented this lesson in was impressed and shared with me that she liked the way I integrated the modifications into the lesson so smoothly and that they did not just help the ESOL student but also the other students. Throughout the lesson I noticed how students learned and what aspects they related their own lives to. Also as writing the cause and effects on the chart table I drew pictures of key words for ESOL students. The use of graphic organizer helped all students to gain knowledge on what cause and effect was.

4th Evidence:

These assessments directly impacted this student because specific goals were made for her to excel in reading. She is a very bright student. Her level she is testing at for the running record is a little bit below average but she is making speedy progress. She needs to be moved up in levels so she is more challenged and can make improvements. When it comes to her Schonell assessment she is above average and does a very good job sounding out unknown words. We need to work with her on fluency. She has a tendency to chop words into pieces when she is pronouncing them. For an ESOL student she is doing very well. Out of all three of the students I tested she scored the highest on the Meta Comprehension Strategy Index. She is very aware of what she is reading and what she is supposed to do prior, during, and after reading a story, passage, or book. I was very impressed with the outcome of her testing. Working with her on text comprehension would benefit her to the fullest. We need to broaden her vocabulary so she can move up in her reading level.

5th Evidence:

I feel that these lessons will impact students learning because students are going to be held accountable for assignments that are due for each lesson that will be assessed. After completing these assessments I will be able to design different instructional plans with student's developmental levels, prior, knowledge, experiences and backgrounds. With doing this I will be responsible for improving students' learning gains. I will provide each student with the necessary materials and instruction to help their learning process. The accommodations made for ESOL students' such as fill in the blank worksheets, give the students the ability to work at their own pace, while developing skills needed to understand the concept being taught. During this lesson they also work collaboratively with students which help develop communication skills. For ESE student time usually is a factor and giving them extra time to complete their work is always essential. Also giving them a chance to work with a partner benefits their learning because, they can follow a model. Although it is very important to include all different learning styles within the classroom, it is also important to include these students so that the students can experience the styles of learning they are not strong at.

6th Evidence:

This assignment directly works with students. At first I was given the students prior information such as level of reading,

writing, learning disabilities, etc. With that in mind I had to figure out what types of assessments I was going to give this student. When I decided on which assessments to give him I then used the information gathered from each assessment to come up with learning and teaching strategies to benefit the students individual needs. Through this assignment I was able to design and implement a variety of different instructional activities with the data collected on the students' assessments. Also for whole group lessons I was able to use my knowledge of the student individual needs and accommodate accordingly.

7th and 8th Evidence: (a)

During this assignment I worked directly with a second grade ESOL student. The student that I interviewed and wrote my case study I had never met before. So all that I learned was done in the short period of time I worked with this student individually. During our interview I learned the most about the student's personal life, cultural background, and family morals. While assessing this student I gained more information on what her learning needs are and what I needed to focus on while developing a lesson for this student. I directly worked with an ESOL student in a second class to complete this course requirement. My student was at the speech emergent level of language acquisition. Therefore he was focusing on reading comprehension and writing. He was a very bright student and had confidence in himself. His vocabulary development is right on track although his reading needs work when it comes to pronunciation. The more references and manipulatives we have for our ESOL students the more indulged they will be to learn. We need to create a safe, comfortable environment for our students to learn and explore themselves. During this case study I learned about assessing and planning for a student developmental and linguistic need. Through that I was able to create appropriate instruction to benefit the student's individual physical, social, emotional, and cognitive needs.

9th Evidence: (b)

This method of using a mind map will impact students learning because the students will be able to use this new acquired skill in all subjects and through all grades. When students get to the point of creating their own mind maps they will be able to use them as study aides, an organizational tool, problem solving strategy, and much more. This will give the students a chance to apply their technology skills accordingly. Mind maps are able to help all levels of learners, even diverse learners. The steps in creating a mind map are very simple and you are able to use pictures and only a few words to describe a center point.

10th Evidence:

I was able to recognize appropriate instructional strategies when I understood and learned about the grammar and semantics used by ESOL students as they learn a new language. By presenting detailed explanations and examples of each Overextension, Underextension, and Overgeneralization this activity showed mastery. I can now recognize clues in the language to identify Overextension, Underextension, and Overgeneralization. With learning how to recognize these clues I am now able to correct more properly and immediately. Understanding the language process is very important when being a teacher because through this I am able to figure out what level an ESOL student is at. In doing so I am better able to accommodate to that student with different teaching strategies, activities, and modifications.

11th Evidence:

By integrating some of the aspects of learning techniques used in the article we are motivating our students to want to read and learn about one another's cultures and help those students who have special needs. Students will learn how to use what they learn in school in real life activities and the work force. Having student within a classroom that has all different backgrounds is very beneficial for the students and the teacher because everyone is able to learn about one another. It is a great opportunity for students to have a diverse group of people in their classroom because they become more knowledgeable of the world around them and more open minded. In this program another main focus is teach the students to have self-confidence and to be individuals. Teachers act as advocates for their students in realistic non-academic realms and in academics.

12th Evidence:

When incorporating the strategies mentioned in this article into our classrooms we will be motivating our students to learn more about their culture as well as other cultures. This will create discussion with classmates comparing cultures and finding out which cultures are similar to their own. By using the strategies mentioned in this article it is going to open the students to various cultural aspects and viewpoints.

13th Evidence:

This evidence can impact the students if the ideas and strategies are used within the classroom. I have gathered a lot of valuable information from this article and it really shows that a cooperative learning environment is what I prefer within my classroom. I love the interaction of students and how so much more can be accomplished. I feel that with a balance of teacher input and student input this kind of classroom environment would work very well. ESOL students would definitely benefit from this type of classroom because they will always be challenged and encouraged to speak the new language. Speaking is the most important when it comes to learning a new language. Cooperative learning allows students with unlimited opportunities to speak to one another and help one another. Using the knowledge I have gained from this website, a cooperative classroom would be easier for me to create when I become a teacher.

ALL UNDER HERE

ADDED 4/26/09

14th Evidence(a):

The modified lesson plan on math involved direct work with a kindergarten classroom. The evidence catered to all levels of learners with in the classroom. I was able to incorporate visuals, reinforcement of directions, hands on activity, and kinesthetic into the lesson. Visuals really helped the ELL students and having the students use their hands and bodies to act out the numbers really helped them retain the information. I used different instructional materials and strategies so the ELL students benefitted to their highest potential on this lesson. As an example in this lesson I modified the assessments accordingly for each level of language acquisition. Pre-production students had to write each number, early production students had to be able to write and recite each number, speech emergent students had to turn in their home activity for assessment, and intermediate fluency students had to present their short sentences from their home activity. The students benefitted from this evidence because it used different instructional strategies to accommodate the ESOL student at the EP stage of second language acquisition. This lesson impacted the student's learning because it matched this students needs as far as language and learning style.

ADDED 4/26/09

15th Evidence(a):

This lesson was implemented in my level II internship in a second grade classroom. There were two ESOL students within the class. One student was at the pre production stage and the other student was at the speech emergence stage of language acquisition. As I read a story about citizenship I pointed to pictures that went along with the words from the story. This

helped the pre production student make connections between the illustrations and the story. Flash cards were made for the pre production student with the five themes in English on one side and in Spanish on the other side. Also working with partners helped both students comprehend the concept at hand. This lesson impacted student learning because the ESOL students at the preproduction and speech emergence stages had individual accommodation and modifications made for them throughout the lesson. This lesson really impacted these students because they were able to express their citizenship in their native country and how it may relate to the citizenship in America. Using different teaching strategies really helped these students understand what citizenship is and why it is important in our country to be a good citizen.

ADDED 4/26/09

16th Evidence:

This evidence directly impacts the students learning at the intermediate fluency and speech emergence stages of second language acquisition because the mini-lesson is ESOL specific. This lesson was created for these students individually with knowing their backgrounds, strengths, and teaching strategies that work with them. Being in a small group setting really benefitted these students because they really seemed more comfortable to ask questions and too participate.

ADDED 4/26/09

17th Evidence:

This evidence directly impacts students learning at the preproduction stage of second language acquisition because the lesson is modified for this specific student and involves a lot of hands-on activity and visuals. This student does not speak any English therefore the use of translation, pictures, and symbols really enhanced his learning. Using different teaching strategies to get this student to comprehend the concept of story elements really benefitted his learning because throughout the lesson the concept was constantly reinforced.

4. Reflect on what you learned about this ESOL Cluster? (Write a reflection about what it means to you now that you've selected evidence(s) and have written this annotation about it)

This cluster has taught me how important it is to promote integrated language development of ESOL students. Through continuous planning, student assessment, and evaluation the development of language are ways to promote language development. To develop appropriate teaching strategies and specific student instructional plans it is a must to understand the linguistics, grammar, and interlanguage. Strategies and instructional plans I create need to develop listening, speaking, reading, and writing skills in the English language. As a teacher it is extremely important to know how each of your students learn and be able make the appropriate modifications to lesson and come up with accommodations that specifically relate to a individual students needs.

ADDED 4/26/09

This ESOL cluster has taught me how to use what I have learned in my ESOL courses. I have learned how to use materials, lessons, and assessments to promote integrated language development that are appropriate for an ELL students' level of language acquisition. I have also learned how to scaffold communication to do the same.

Status: Evaluated **Last Modified:** 04/27/2009