

Synthesis Argumentation

Karen Ann McCay

OTL565: Cultural & Linguistic Diversity

Colorado State University – Global Campus

Dr. Lisa Hernbloom

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CLD Unit Lesson Example 2

Your Name:	Karen Ann McCay	CSU-Global Course:	OTL565 Cultural & Linguistic Diversity
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Subject / Course:	Honors English 10 Health Academy		
Topic:	Synthesis Writing		
Lesson Title:	Week Three		
Level:	Honors 10	Lesson Duration:	One Month

SUPPORT YOUR CHOICES THROUGHOUT EVERY PHASE OF THE LESSON WITH RESEARCH THAT SUPPORTS ITS EFFECTIVENESS

Common Core or State Standard(s): The standards for our first week come from our curriculum guide, which is based on our curriculum, *SpringBoard Language Arts*. Goodwin and Hubbell (2013) are clear that when “curriculum guides are available,” we owe it to our students and our colleagues to follow them with fidelity (p. 6).

L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.9-10.1b: Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W.9-10.4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Description of Lesson as *currently* taught:

Day one of class is a preview of the syllabus and my rules and expectations as a 21st century teacher. I establish myself as partnering with students, even asking for multiple student volunteers to share sections of the digital syllabus between short video segments to show students our classroom pedagogy: “Partnering works with technology because it allows technology to be used, especially by students, to its fullest extent” (Prensky, 2012, p. 17). The syllabus overview is followed by a Multiple Intelligences survey conducted in Google Sheets in the Google Classroom. The two activities take the full 52 minute class for sophomores; the classroom is set into collaborative work groups even on day one so I can move around the groups and watch students during both activities so they will be used to my active presence around the room.

Day two is “sorting day” where students are placed into collaborative groups based on their multiple intelligence profiles and based on the Group Investigations model for gifted education (Maker and Schiever, 2005, pp. 293-326). Students will then conduct their first learning activities. The lesson is a preview of the entire unit, which allows students to answer the essential questions for the unit, to preview the vocabulary as a QHT, and to unpack the embedded assessment question (a synthesis writing prompt) in groups to ensure they know where we will be going during the unit and how each lesson will fit into instruction. Then students write personal learning goals for their own learning, which individualize the unit (Goodwin & Hubbell, 2013, pp. 23-30).

Day three of the week reviews the traits of culture from social studies, how clashes in culture can result in communication problems, and how a subculture of respect is tantamount in the classroom to allow successful group discussions and class norms for successful group work. This entire lesson is a

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facilitation in group norms, which the groups will develop on their own with facilitation through the lesson. The lesson comes from the *SpringBoard* curriculum and is designed to establish strong group norms for the year. The Group Investigation model should transform gifted groups into “group of groups” and transform the class into an active, inquiring community of learners” when used effectively as an accommodation for gifted learners, so I will be using it with my gifted learners in the Health Academy cohort this year (Maker & Schiever, 2005, p 294).

Day four (Block Day and the last day of class at South High School) is the students’ first day to read and write to provide their pre-assessment for the unit. The pre-assessment asks students to read two essays, one on cultural identity and how it is developed; and a personal essay by an African American writer, who shares her cultural identity through food analogies. Other than the prompt, I will not provide too much assistance to the Health Academy cohort, and I will directly tell them that I’m doing so on purpose because I want to see what they remember from 9th grade as their preassessment and because I want them to put their maximum effort into their work: “Once students are clear about what it means to expend effort, teachers can ask them to track their effort in relation to their achievement. Such monitoring helps students focus on the learning objective, on what it takes to achieve that objective, and on their progress toward doing so” (Dean, Hubbell, Pitler, & Stone, 2012, p. 26). Establishing an expectation during week one that we work toward our learning objectives and that we have direct control over the grades we earn based on our effort is another essential expectation I want to establish by the end of this week. After reading both essays, students are asked to write their own cultural identity essay demonstrating “vivid details,” voice, diction, and grade-level punctuation (all skills and specified vocabulary they should have mastered in 9th grade English) prior to the synthesis-writing unit. If students complete their essays before the end of block schedule, they will have time to work on a syntax lesson on appositive and prepositional phrases as an extension activity.

Differentiated Instructional Approaches and Pre-Assessments

Climate

PHYSICAL ENVIRONMENT

The physical environment can play a significant role in learning. To establish a calm but professional learning environment from the moment students arrive for the summer reading program, I have moved the desks into cooperative learning cohorts, placed students' chrome books on their desks before they arrived, and have put the learning objectives on the board. I have also ensured that our academic word wall is ready to use for the summer and centrally located for all groups with easy access between cohorts. There is plenty of room for students to move to the wall.

In this module you learned that one of the important elements of planning for differentiation was establishing a **CLIMATE** that fosters differentiation (safe, nurturing, encourages risk-taking, multi-sensory, stimulating, challenging and collaborative). Explain what steps you will take to establish a climate that allows for effective differentiation.

One of the most important elements for differentiation in my classroom is collaborative groups; in the Health Academy cohort I will primarily use the Group Investigation model. Placing students well allows for simpler differentiation in the first place. When students are grouped into teams, who can help one another, they already have supports built in and can develop positive interdependence, teamwork, and support for one another. When their zones of proximal development are close to one another in a group, they can pace one another, and I can estimate how often I need to check in with each group for assistance and feedback, as well, assuring they have just enough support from me to be as autonomous as possible. The Group Investigation model for gifted students has several other advantages: "Students have freedom of choice and opportunities to engage in complex and functional thinking, investigate real problems and issues, interact with peers, and create variety of products for real audiences" as differentiation ideas (Maker & Schiever, 2005, p. 322). The model allows for real-world publication, and mentorship. "Student participants in Group Investigations report satisfaction with this approach and consistently show greater achievement on tests of higher level thinking or creativity. In addition, students report a wider circle of friends and greater appreciation of the talents of others" (ibid).

Another important differentiation within those groups for CLD students is to group them with differently-abled students, who have diverse proficiency in their L2 language: "Group or pair CLD students of various proficiency levels to challenge them academically and cognitively. By doing this, students at lower levels of language proficiency can gain a better understanding of complex concepts through the help of their peers. Students with higher levels of language proficiency have opportunities to practice the language as they explain or clarify concepts with peers" (Herrera & Murry, 2016, p. 16). The Heath Academy Students in the 10th Grade Cohort are comprised of diverse gifted students, some of whom are CLD students with varying English proficiency. They have choice during week one of whom they will work with, but I will use their data on their pre-assessment to group them within collaborative teams for Unit 1 to ensure academic support for CLD students as well as growth for all students in the cohort.

Another way I foster a climate of safety is by making mistakes and pointing them out when I do so. The students see that mistake-making is normal in my room, that correcting mistakes is a great way to learn, and that fixing mistakes is often the FASTEST way to make growth toward a goal—because nurturing this sort of growth encourages risk-taking, especially in a segregated gifted environment. Gifted students often expect one another to be precise, so when a few of them are twice exceptional or culturally or linguistically diverse, the dominant cultural group can be adversely judgmental when norms in the room have not been established, so doing so right away is vital:

"Creating a supportive environment begins the first moment of the first day when students walk into your classroom, and runs concurrently with every instructional task you undertake. Support stems from truly liking and enjoying your gifted students. But support involves more than smiling, showing enthusiasm, and offering words of encouragement, although these are requisite ingredients. Support is

CLD Unit Lesson Example 5

also conveyed by setting clear expectations; giving constructive criticism; being honest; being flexible; and providing your students with structure, tangible rewards, comfortable classrooms, accommodating schedules, and routine times for sharing or relaxing” (Delisle & Galbraith, 2002, p. 99). To ensure that the classroom is stimulating and engaging for all learners, I provide a variety of texts, including video, images, and written text for 21st century learners on a variety of devices every day.

One final differentiation I will be providing for my CLD learners is observation for their affective filter during pre-assessment to identify students with particularly low thresholds of frustration during new learning. I want to identify these students during week one and work to provide a climate of safety by offering more support to keep their frustration low during new learning: “Effective teachers know that instructional decision making should include time for the preassessment of CLD students in order to determine the potential impact of the affective filter on the comprehensibility of that instruction . . . instruction for CLD students, no matter how well planned or well delivered, will not affect the student if it or the surrounding circumstances of instruction raise the affective filter” (Herrera & Murry, 2016, p. 26).

Knowing the Learner

In this module you learned that another one of the important elements of planning for differentiation was **KNOWING THE LEARNER** (abilities, strengths, weaknesses, learning styles, multiple-intelligence preference, and cultural diversity including linguistic, religion, sexual orientation, and geographic area). Explain what steps you will take to know the learners in your classroom.

The biggest change I will make this year when I teach this lesson will be conducting the Multiple Intelligences survey on day one and using the data from that survey to group students into their first learning cohorts for Unit 1 (Chislett & Chapman, 2005). For the last two years, I have allowed students to choose their own learning cohorts for Unit 1, which provided them the opportunity to choose teams based on previous student relationships and select cohorts with some level of social and emotional comfort for the first month of school, which has some educational merit for their socio-emotional needs. Because I won’t know anything about the students on day one and have no other method of collecting immediate data on their learning aptitudes, I predict that the learning profiles will provide invaluable information about them and will establish strong learning cohorts for successful collaboration during the unit. I have never been able to group students based on their Multiple Intelligences before without relying upon empirical data, but since the learning profile developed by Chislett & Chapman (2005) was so accurate for all 135 of my students in 2016-2017, I feel comfortable using and relying upon it with my 2017-2018 students for the Health Academy cohort.

Preassessment

In this module you learned that instructional decisions should include time for preassessment in order to determine the potential impact of the affective filter on the comprehensibility of instruction (e.g., cultural background, first (L1) and second (L2) language proficiency, prior knowledge in the content area, etc.). Explain how you will preassess students in this lesson.

The pre-assessment for this lesson comes at the end of the week. Students will read two essays and use them to write their own essay on their cultural identity, demonstrating the required skills from 9th grade English, which we will use as building blocks for our synthesis essay during the unit. I’ll be able to check for those skills in the essay and then front-load any skills we need to review in the collaborative groups where our data shows we need them. As mentioned before, I will also observe students for high levels of frustration and develop plans to provide more support to lower their affective filter during new instruction.

CLD Unit Lesson Example 6

Learning Target (**Objectives, Student Set Goals, and/or Essential Questions**): The daily learning targets break the larger standards into “more manageable components” (Goodwin and Hubbell, 2013, p. 19).

Day 1: Preview the syllabus and classroom expectations for the year; conduct learning profile surveys

Day 2: Preview the big ideas and vocabulary for the unit; Identify and analyze the skills and knowledge required to complete the Embedded Assessment successfully

Day 3: Explore the concept of culture and the role it plays in personal perceptions; Analyze the communication process to develop collaborative discussion norms

Day 4: Compare and contrast how a theme or central idea of a text is developed in an academic and a literary nonfiction text

Unit Essential Questions: 1. How do cultural experiences shape, impact, or influence or identity and perceptions? 2. How do we synthesize multiple sources of information into a cohesive argument?

Summative Assessment (**Collect student data**):

For the purposes of this lesson, the preassessment and the summative assessment are truly the same assessment. The TRUE summative assessment won't come until the end of the unit when students write their synthesis during week four after the full cycle of instruction. The preassessment will truly be used in this case as a planning tool to re-write the unit as needed to differentiate the course of the instructional plan. My biggest concern is the possible need to re-write the assessment piece if students are accelerated and need a differentiated product. Brookhart (2013) has a variety of tools for assessing students' performance tasks, and as needed, I can partner with groups to develop alternate assessment tools to accommodate either up or down based on the pre-assessment. Assessing students' performance tasks, and as needed, I can partner with groups to develop alternate assessment tools to accommodate either up or down based on the pre-assessment and move students into more appropriate groups based on their language needs than the Multiple Intelligence profiles may have suggested on day 1.

FEEDBACK STRATEGIES:

Day 1: Informal questioning and feedback as students take survey and see their data appear in the Google Sheets.

Day 2: Feedback similar to coaching a sport; specific, direct, clear (Goodwin & Hubbell, 2013, pp. 153-158). Coaching on think-pair-share for students, who have forgotten the strategy, coaching on close-reading for groups, who are not comfortable breaking the Embedded Assessment Down—one sentence only with feedback. Ask students to put sticky-note questions in the classroom parking lot.

Day 3: Verbal feedback to share-outs of strong quality on culture with positive framing (Lemov, 2015, p 9); Critical questioning and guiding questions during group work to lead groups in good directions as feedback; “How would discussion norms benefit other groups in the world outside our classroom? Like on Anderson Cooper?”

Day 4: After the pre-assessment, students will receive feedback on their essays and a chance to revise based on the feedback. Students will also do a second read-through with a think-aloud on annotation with the teacher as feedback on reading and annotating a text as review of chunking, annotating, and breaking down a text for writing when given a prompt, but this “think-aloud” will be based on their essay data, so it will be planned after grading their essays over the weekend.

LEARNING TASK

Learning Task

CLD Unit Lesson Example 7

Number of Days: 4

The primary learning tasks this week are to preview the course syllabus and rules for the entire year, to preview the vocabulary for the unit, to set group work norms for the entire year, and then to take the pre-assessment for the unit. These “establishment of norms” weeks are essential to college and career readiness skills because these types of weeks are exactly what are expected at the beginning of EVERY new job for the rest of students’ lives. Establishment of norms happens for the rest of our lives, and so do pre-assessments, honestly.

Student Differences

In this module you learned that differentiation consists of planning lessons in response to student differences in one or more of the following areas: Readiness, Interest, and/or Learning Profile/Style. Choose which area you will use to differentiate your lesson and then explain how you will assess or determine the student differences in your class.

- **Readiness:** The level of a student’s skills or understanding of a topic, do some need scaffolding and others challenged?
- **Interest:** Finding ways for students to pursue individual areas of interest about the topic; will choices be given?
- **Learning Profile/Style:** What is the intellectual preference of the student? Individual vs. group work; multiple- intelligences, etc.

For this lesson, I will be differentiating based on Multiple Intelligence profiles as well as students’ personal goals, which they will write after previewing the unit (and possibly be revising after writing their pre-assessment). Allowing students to set their own goals is essential to increase their motivation during any educational unit, but especially for intellectually advanced students, a higher level of autonomy must be accommodated as they mature to ensure their continued engagement in school (Finley, 2015). The cohort of students I will track for this assignment are all gifted, and while some of them will also be diverse in multiple ways, their intellectual needs will dictate a need for interesting, creative differentiation during this unit of instruction. Their intellectual preferences will be my primary guide, and my primary goal, as with all education, will be academic growth.

Varying Tasks

In this module you learned that in order to differentiate instruction the educator can vary the task in one or more of the following areas: Content, Process, and/or Product. Choose which area you will differentiate. Then describe in detail exactly how you will differentiate your lesson based on the area you selected.

- **Content:** What students are to learn
- **Process:** How students are to learn. Includes instructional strategies, adjustable assignments, and curriculum approaches.
- **Product:** How students show what they have learned. Includes performance tasks and assessment tools.

I will differentiate by process and product. If sections of assignments need to be adjusted for pacing (especially acceleration), I will change the pacing of the curriculum as needed for collaborative groups, and I will remediate material for groups, who have missed some skills along the way. I will also allow students, who want to develop unique products to do so. I may need to allow students to collaborate with me to develop a performance rubric using Brookhard’s (2013) *How to Creative and Use Rubrics for Formative Assessment and Grading* so we can modify the curriculum Embedded Assessment rubric.

YOU WILL COMPLETE THE FOLLOWING SECTIONS IN MODULE 2, AFTER THE LESSON IS TAUGHT

Self-Reflection for Continuous Improvement:

CLD Unit Lesson Example 8

Explain what went well in the implementation of your lesson. What changes would you make to improve based on student achievement data and/or evidence? A visual display of the student achievement data must be included (i.e., table, graph, chart, etc.). What are the next steps for the students in your class, a group of students, and/or an individual student to ensure EVERY student is proficient? What are the next steps for you in becoming better at differentiating your instructional approaches for *all* learners in your classes? Use research (Module readings from the course text and 1-2 outside sources) to support your choices and ideas.

What went well: Using Gardner's Multiple Intelligence profile (Chislett & Chapman, 2005) really went well this week. The surveys provided students with invaluable information about their own manners of learning and even a different perspective on their gifted abilities; the surveys also handed me effective data with which to group students into heterogeneous groups to ensure each group had a specifically strong learner from each of the Multiple Intelligences, who could serve as an expert on that perspective of thinking. "Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities" (Ford, 2012). A serendipitous effect of the profiles was that they encouraged immediate sharing between students, who immediately began to open up to their cohorts about themselves and their learning preferences on the "norm setting" day, which also made this instructional day run very smoothly and helped focus students' purpose for the activity on future learning as a team. I will also keep in mind throughout the year that this group as a whole are very interpersonally intelligent and very kinesthetically intelligent, and will use that information when planning their lessons to include collaborative learning as well as ample opportunities to move around the room as they learn.

Figure 1: Student Data Graph:

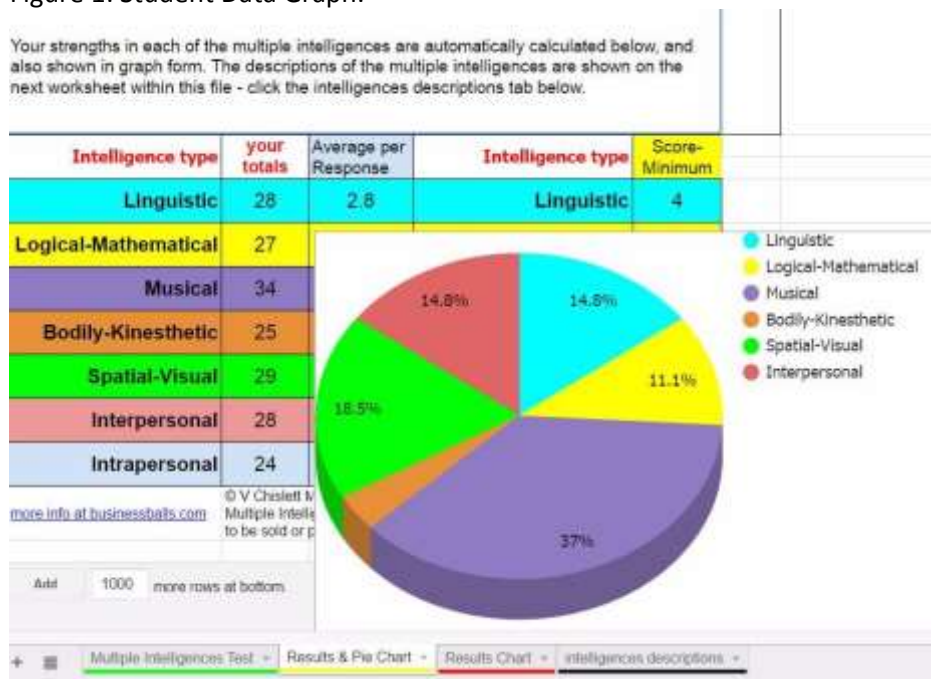
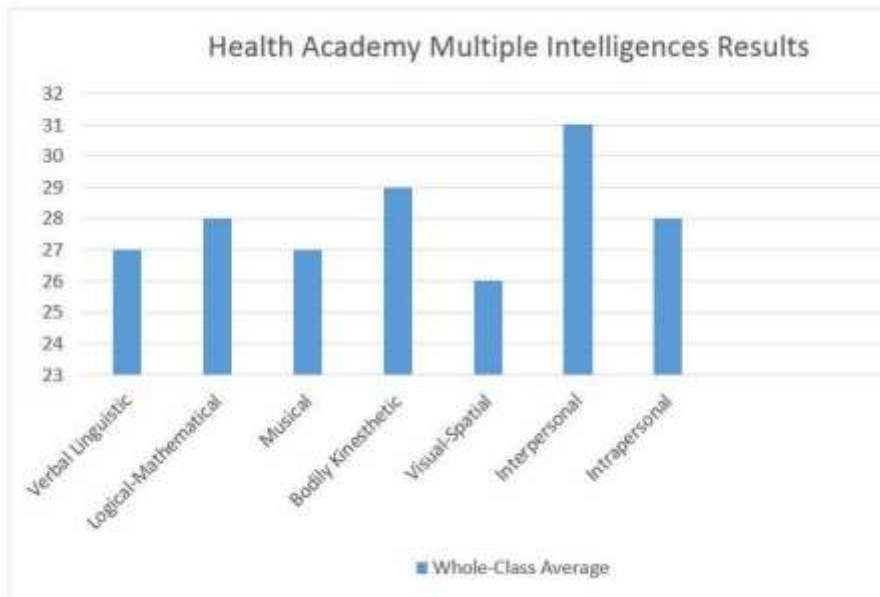


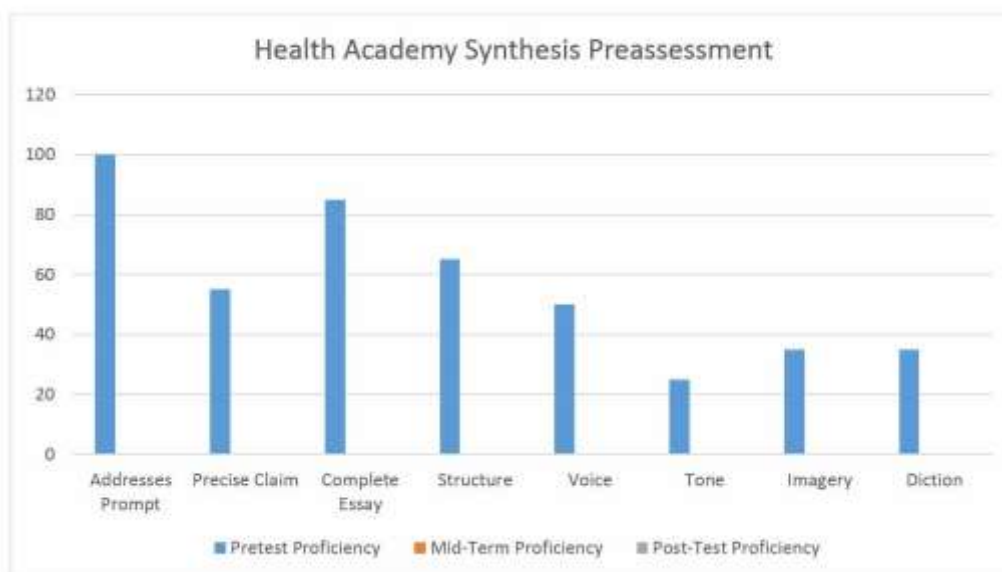
Figure 2: Whole-Class Multiple Intelligences Breakdown:

CLD Unit Lesson Example 9



Changes based on student data: Based on student data, I would not change the learning profile activities at all, but I would change the preview of concepts and vocabulary and place them after the preassessment. I had assumed that previewing these concepts would help students come back from summer relaxation, help them engage their prior learning, and encourage more effective engagement into the preassessment. Based on their student scores on the preassessment, they thought too much about upcoming concepts and did not try to document their knowledge of their prior concepts as successfully as they could have, which skewed the data of the preassessment and made the data completely unreliable. A direct coaching conversation about my expectations for work and effort would have served the group better to bring them back from summer-thinking and would have provided more reliable data on the preassessment. I was able to read students' essays to identify their core weaknesses overall, but not to successfully determine their mastery of 9th grade skills, which they failed to focus on (focusing, instead, on the skills they had previewed the day before).

Figure 3: Student Preassessment Data with Low Proficiency of 9th Grade Skills:



Plan for proficiency for group/CLD/Individual: To ensure proficiency for the entire group, I will add mini-lessons to review the essential 9th grade skills from the preassessment early-on with exit tickets to collect for quick, reliable data and use that data to determine if longer lessons are needed later in the unit.

CLD Unit Lesson Example 10

Then I will focus on differentiating the writing instruction of synthesis for our diverse learners. One of the revelations from our Multiple Intelligence surveys and the resultant team discussions was that all three of our CLD students love to bake. Several other students in the class also bake and will benefit from this analogy. Herrera and Murry (2016) suggest that talented teachers “[e]ncourage students to derive new connections between existing schemata and new contexts” in order to master new learning (p. 32). I will therefore use baking analogies during the synthesis unit to explain the concept of taking multiple sources to create one original argument with several outside supports for the original thesis. Using a comfortable concept these students enjoy will help the new concept feel less threatening and lower their affective filter as we learn the new skills (Herrera & Murry, 2016, p. 38). This plan will benefit all of the learners in the room at the same time. “The best teaching practices are those that consider all learners in a classroom setting and pay close attention to differences inherent to academic, cultural, linguistic, and socioeconomic diversity” (Santamaria, 2009). My lowest student in the cohort is a CLD student, who is also a slow writer and struggles to complete a response in the required time for an honors section of English Language Arts. I will work with her and her team to produce paragraphs faster during this unit with targeted strategies for focusing ideas efficiently, writing them down with less worry about sentence-level writing, and then editing them quickly after the paragraph is complete. These strategies will help the lowest writer in the entire class, as well as her team, who are all writing short, ineffective paragraphs. I have re-grouped these students after the Multiple Intelligences survey based on their writing needs. No other groups had a need for a change.

Plan for personal improvement: I have to plans to ensure I continue to grow in my abilities to differentiate for the CLD and other students. First, I asked my principal if I could teach the summer cohort for Health Academy when our department head took an administrative position in another building, and my principal happily agreed so I could partner with these students and use their learning to do some professional growth of my own in graduate school. Second, I have signed up for all of the differentiated instruction and CLD professional development opportunities my district offers this summer to supplement what we’re learning in my graduate course. I want to develop more tools for differentiation to ensure I’m as strong a teacher as possible for my students and that when I move into administration, I am able to help my staff with these same issues. I have no business coaching another teacher to differentiate the instruction of CLD learners at this time, and before I become a principal, I should address that issue in every way possible.

Evidence of Implementation:

Attach student work, photos of the lesson in progress demonstrating student motivation/engagement and/or any other evidence as proof of implementation. **Remember to maintain student confidentiality (e.g., names removed, etc.) and follow school policies around student photos, etc.**

Figure 4: Lowest Proficient Student’s Work:

In my culture is unique like every else, we have special food we make certain thing we do. For one in my family we don't usually do a lot of religious thing like go to church every sunday. We just believe as long as you don't do bads thing you don't need to go. Also we have a certain recipes,,but of course we copy some cultures,. We like to eat lots of food like mexican food, such as tacos, burritos, ensaladas, green chile. Also we like american food, I guess that's what you would call it, such hamburgers, hot dogs, ribs, steak, and mac-an-cheese.

Figure 5: Second Student Sample with Structure Problems but Clarity of Voice:

My individual culture identity is a compilation of many aspects. Where I come from, the food I eat, things I do on a daily basis are all a part of it. My family has always really been just me, my mom, my dad, and my two brothers. We never really have much contact with our extended family. The only family we ever really saw was my grandpa during his annual ten day visit. However as I got older, I began to see more of my extended family. My grandma and her husband moved to Pueblo and spent time with us, until her passing a couple of years ago. My aunt on my mom's side also moved to Fort Collins and we've seen more of her. Now, my uncle on my mom's side is moving to Colorado near my aunt. My mother has always been really attached to her family, while my dad wasn't very close with his. Sometimes my mom's attachment to her family has become very uncomfortable for my brothers and I. Despite not seeing this family for a very long time, she expects us to be perfectly comfortable with staying at their house and doing things with them, which has led to conflict between her and my dad. I understand her attachment to her family, but I don't think it's fair for her to try and force us to have a relationship with them this late into our childhood. On the religion spectrum of things, my family had never really been the type to go to church on Sunday. There were periods of time when we did, but it never really lasted very long. For me, I have beliefs, and may go to church someday when I'm an adult, but I don't necessarily feel the need to go to church in order to have beliefs.

CLD Unit Lesson Example 12

Common Core or State Standard(s):

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10. 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10. 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic (English Language Arts Standards for Reading and Writing).

Description of Lesson as *currently* taught:

The current lesson has students read two mentor texts, "By Any Other Name" by Santha Rama Rau; and "Multi-Culturalism Explained in one Word: Hapa" by Lynn Neary and Kristen Lee (*Springboard*, pp. 35-45). One is a story, and the other is an interview. Both texts help students learn to analyze how authors develop a theme by using style, voice, and characterization. Then students move into their Embedded Assessment, which requires them to write a reflective essay about their cultural identity, which will be much more thorough than the "preassessment" which students wrote for their first week assignment. The intent of the lesson is to take two mentor texts and help students see how the two styles of writing use the same skills to develop theme in different ways. Students can then select which ways they like the development of theme and either choose to emulate that author or branch out on their own and try a different strategy entirely to develop their theme on cultural identity at the end of the week. Providing students with mentor texts, especially CLD students, can lower anxiety and increase risk-taking (Alber, 2014).

Pre-Assessment **AND Stage of Second Language Acquisition (SLA), if Applicable**

Pre-Assessment

Based on students' pre-assessment, I have placed the lowest writers into a group of collaborative learners for more effective writing instruction. One of these writers, Student A, is a CLD student from Mexico. Based on her student biography, she moved to the United States in the 1st grade after two years of private Catholic school, which included no English instruction. She did not speak English in her home, but both of her parents spoke English prior to moving to the U.S. and considered themselves fluent. They own their own business (a successful local butcher's shop) (Herrera & Murry, 2016, pp. 69-73). Her beginning-of-year testing places her "on grade level" in English Language Arts, but her pre-assessment shows that her writing is behind grade level, which may be caused by poor planning during week one, not by a lack of talent in her actual writing. Focus questions and reflection questions for target skills for more accurate data on students' actual writing skills will provide better assessment data this week, and specifically, on Student A's writing ability this week (Lemov, 2015, p. 392). She is the only CLD student in the summer reading Health Academy with linguistic diversity.

CLD Unit Lesson Example 13

Second Language Acquisition Stage Identification (Preproduction, Early Production, Speech Emergence, Intermediate Fluency, Advanced Fluency)

Students will complete a SOAPStone chart on both readings this week in their collaborative groups, and as they read the text in chunks and complete their charts both verbally and in writing, I will be completing a checklist to assess Student A's second language stage (Vanbrunt, 2013). I will use the checklist to practice on other students, who may be developmentally delayed for reasons other than linguistic diversity because the data collected from these observations and from the charts, themselves can provide invaluable data about students' writing needs (ibid).

Learning Target (**Objectives, Student Set Goals, and/or Essential Questions**): The daily learning targets break the larger standards into "more manageable components" (Goodwin and Hubbell, 2013, p. 19).

Monday: Analyze cultural elements in a memoir in order to infer how cultural identity is central to the meaning of a work.

Tuesday/Wednesday: Analyze a mentor text to determine how a writer describes a multiethnic, multicultural heritage.

Block Day: Write a reflective essay defining cultural heritage (*Springboard* pp. 35-45).

Feedback Strategy (**Frequent checks for understanding**):

Focus questions to activate prior knowledge

Key idea and detail questions with checks for understanding and redirection

Reflection questions to check student skills and provide feedback with data

SOAPStone Charts in chunks with share-outs with checks for understanding and redirection

Facilitation with guiding questions during group writing as needed

Peer Reviews with provided critique form to help revise before turning in "rough draft (Briggs, 2014).

The summative assessment section has been pushed down and reformatted to another section; I could not move it back here—it would not move back up no matter what I did.

CLD Unit Lesson Example 14

Learning Task (Remember to consider relevance and career/workforce readiness skills around what is being taught AND Second Language Acquisition Stage Instructional Modification Ideas) NOTE: if do not have any CLD students in your classroom, identify strategies that would meet the needs of other diverse learners who are performing above or below the majority of the students in the class:

Number of Days:

Learning Task

4 Days, including one 90-minute block day

Student Differences

You have learned that differentiation consists of planning lessons in response to student differences in one or more of the following areas: Readiness, Interest, and/or Learning Profile/Style. Choose which area you will use to differentiate your lesson.

- **Readiness:** The level of a student's skills or understanding of a topic, do some need scaffolding and others challenged?
- **Interest:** Finding ways for students to pursue individual areas of interest about the topic; will choices be given?
- **Learning Profile/Style:** What is the intellectual preference of the student? Individual vs. group work; multiple- intelligences, etc.

Readiness. One group of students need scaffolding (possibly) based on the unit pretest, which may be skewed data, and the rest of the class are either on grade-level or advanced and will need challenge and extensions. This week, I will collect regular data to ensure that students' needs are assessed more accurately and adjusted for, especially Student A and her group, whose needs are statistically the lowest for the target skills this week (Lemov, 2015, p. 392).

Varying Tasks

You have learned that in order to differentiate instruction the educator can vary the task in one or more of the following areas: Content, Process, and/or Product. Choose which area you will differentiate. Then describe in detail exactly how you will differentiate your lesson based on the area you selected.

- **Content:** What students are to learn
- **Process:** How students are to learn. Includes instructional strategies, adjustable assignments, and curriculum approaches.
- **Product:** How students show what they have learned. Includes performance tasks and assessment tools.

Product: The lowest group will have the opportunity to collaborate on one rough draft for the group rather than on individual rough drafts if they choose to write as a team in order to receive more support and in order to focus on more intense and successful writing of less paragraphs rather than less successful writing of more numerous paragraphs (Richards, 2008).

Summative Assessment (**Collect student data**): The "rough draft" with a student chance to receive a peer critique will be the summative assessment for the week before turning in is the summative assessment for the unit. Students will have the rubric and the assignment on Monday as a guide for the entire week to focus their work and their personal goals for the week as well as their revisions after their peer critique on block day, so their success is in their own hands and a direct result of their own hard work (Reeder, 2008). They have all of the tools necessary to be successful (ALL references at the end of the entire lesson).

YOU WILL COMPLETE THE FOLLOWING SECTIONS IN MODULE 4, AFTER THE LESSON IS TAUGHT

Self-Reflection for Continuous Improvement:

Explain what went well in the implementation of your lesson. What changes would you make to improve based on student achievement data and/or evidence? A visual display of the student achievement data must be included (i.e., table, graph, chart, etc.). What are the next steps for the students in your class, a group of students, and/or an individual student to ensure EVERY student is proficient? What are the next steps for you in becoming better at differentiating your instructional approaches for *all* learners in your classes? Use research (Module readings from the course text and 1-2 articles from outside sources) to support your choices and ideas.

What Went Well: Collecting more reliable data went VERY WELL this week. I wrote clear, effective focus questions and reflection questions for the beginning and end of each class this week, and I read students' answers right away to analyze their understanding of key concepts for the unit, not for the week (voice, imagery, diction, structure, and tone) to make sure they understood how to use these skills to develop either a theme or a thesis in their own writing . . . or I asked them to reflect again on the Embedded Assessment so I could understand their thinking a little better than I saw during the first week. These questions yielded much more reliable data than the preassessment from week one. The SOAPStone charts, likewise, yielded clear data on students' understanding of tone (Lemov, 2015, p. 392).

Changes to Improve Based on Data: Based on student data, I would change this week's lesson and focus lesson the target skills of theme, characterization, and style, which are not targets of the unit, and go straight for the targets of the unit, which are voice, imagery, diction, structure, imagery, and tone, which I had to work harder to incorporate this week. The key idea and detail questions in the text scaffold these texts well for CLD students by pointing out cognates and chunking the text (Herrera and Murry, 2016, p. 130), but the key concepts for the unit are somewhat left to the side. Most of the questions focus on conflict and voice. These questions do not even scaffold the SOAPStone activity for students. To increase student success in the future, I would write my own key idea and detail questions for next year, which target the unit skills rather than conflict and voice, but include the cognate questions for CLD students. These questions would guide their thinking toward faster responses on the SOAPStone organizer and possibly improve their motivation later during the week, which became a problem for some students.

Student Data Displays:

Students grew in each category this week, which is good, but some students completed no work for class, which is unacceptable for Health Academy. Figure one demonstrates student growth in our unit target skills from the unit pretest to our current proficiency by the end of the rough draft cycle:

CLD Unit Lesson Example 16

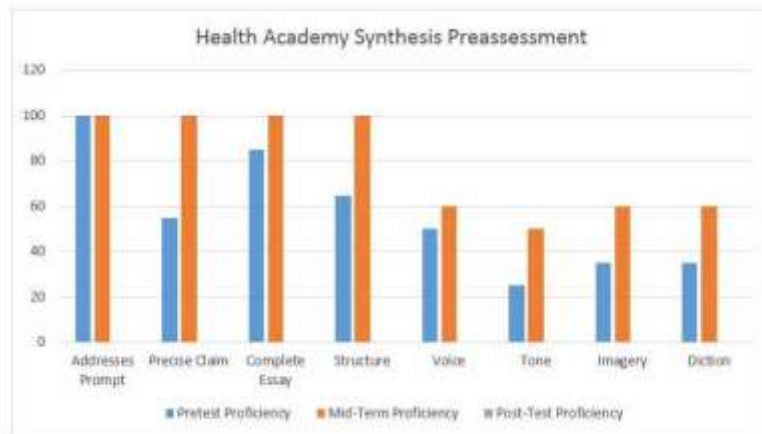


Figure Two, however, documents one group's team essay, which shows the problem of low motivation this week:

disappointment... all of that is expressed in culture." This quote by Wendell Pierce shows how each person has their own morals and values and that affects how they act toward others and their community. A person's culture can cause internal conflict as one may debate whether their culture is right or if it is wrong which could have them debating on whether or not they are good enough to fit in. "It's not enough to have a hacker culture anymore. You have to have a design culture, too." This quote by Robert Scoble allows us to see how we don't have to agree with everything in our culture and we choose to believe and act the way we do.

Cultural identity is largely impacted because of your ancestral background and what your parents have taught you to be right and wrong.

Culturally identity is important on how you are going to live your life in the near future.

In conclusion, cultural identity has a major impact on who you are as a person and your perception of the world. This argument is supported by your morals and beliefs, your community and behaviors, your ancestral background and your parents teaching of right and wrong, and the way you will live in your near future. The cultural identity you develop is of extreme importance; however sometimes we become so focused on what makes us different from

Because of this problem, I allowed all collaborative groups the choice to write in teams after offering this choice to the low team, only modifying the number of paragraphs and/or sentences required for each writer based on their ability. These students are so high in interpersonal intelligence that they thrive when working in collaboration and actually worked MUCH better once they could write in teams, so the choice to write in teams turned out to be a wise modification (Maker & Schiever, 2005, p. 300).

Next Steps for Student A:

Student A is thriving, and her individual data from this week shows that she should not remain in the low writing group at all. Figure 1 is her reflection on the Embedded Assessment:

CLD Unit Lesson Example 17

Your assignment is to write a reflective essay I don't really want to write an essay, but if I want an A, I should PROBABLY do it explaining your cultural identity. I guess this isn't bad if it's MY culture ;)

Summarize in your own words what you will need to know to complete this assessment successfully. Know my culture well enough to discuss it in an essay With your class, create a graphic organizer (a planner) to represent the skills and knowledge even though it's my culture and I live it, I should still look up things about my culture so I can have both prior knowledge AND information from sources you will need to complete the tasks identified in the Embedded Assessment. Obviously this is a big thing if it's an embedded assessment so I should have a lot of detail (voice, syntax, and diction). To help you complete your graphic organizer, be sure to review the criteria in the Scoring Guide on page 86.

Her style, voice, and grammar are all above grade level in English. Her motivation is low, like many of her cohort, but at least she turned in her work and documented mastery. To ensure she continues to grow, I have chosen to move her into a group of gifted learners, one of whom is a creative/divergent thinker with whom she has a strong friendship outside of school. I am guessing she is also gifted and talented based on this friendship since gifted students often foster friendships with intellectual peers and has not been identified because of her CLD status, her gender, and her quiet nature (Galbraith & Delisle, 2011, p. 204). In a group of gifted students with filial ties, she may very well thrive and grow; I am excited to see!

Next Steps for Low Group:

My low writers showed nominal gains this week, and with Student A in a more appropriate grouping, I am hoping they will show more effective gains. They were less willing to take risks this week, and I think it was because they had a more talented writer in their group than they should have, who regularly intervened and criticized them during the "thinking" stages of their processes because she was ahead of them. This week, they should be more comfortable taking risks and collaborating with one another as Student A joins her new group.

Next Steps for Accelerated Writers:

The highest writers in the class will have the choice to write their final drafts this week and then do a 21st Century digital version of their essay on IPADS as a modification of the assignment to present to the Alumni Association as a request for more funding for technology. They have already documented proficiency in all target skills, so allowing them to complete their final drafts as digital versions and then present for a real-world audience would be a more appropriate accommodation for their educational needs (Maker and Schiever, 2005, p. 303). If any of the other high students in the group move quickly toward proficiency during this next week, they will also have this choice presented to them, as well, to ensure that all students have the opportunity to move beyond proficiency.

Next Steps for Me:

As I reflect on my new learning and how I will continue to use these skills in the fall when I have more CLD students, I am primarily struck with the need for flexibility in grouping and how essential constant assessment is to the process for CLD students. Student A's data from lesson 1 showed that she was the lowest student in the Health Academy, but her week two data clearly demonstrated that is one of the highest writers in the class, so I moved her to a more appropriate group, which will benefit not only her writing growth, but also the writing growth of the low group, as well. The reassessment of the entire group is essential, and I will take this lesson forward next year. Our reading this week struck me, especially the double helix of teacher preparedness for differentiation, and because my training in differentiation of CLD students has been so ineffective during my career, I feel very underprepared to do an effective job for these students (Herrera & Murry, 2016, pp. 130-166). My passion for their needs and their right to receive a FAPE exactly where they are for every student I have my room, but my training is not equal at all, so my next step is definitely to seek continued professional development in

CLD Unit Lesson Example 18

the fall and attend any trainings for CLD education, which are provided this year as a follow-up to this graduate course while the learning is still fresh. I also want to continue collaborating with my campus ESL teacher so I can continue learning from her as a vital resource in my own building.

Common Core or State Standard(s): Instructors should use standards to provide structure, autonomy, and creativity (Goodwin & Hubbell, 2013, pp. 12-13).

Description of Lesson as *currently* taught:

Week three of synthesis requires students to read an essay on Monday in which they will analyze structure and how it is used to develop theme/argument. They will also look at the author's use of allusion and punctuation to develop his argument in "Where Worlds Collide." This mentor text is a strong structure text and leads students WELL for the entire year in the use of classical structure (Alber, 2014). Tuesday students analyze a poem by Teresa Paloma Acosta for her use of tone to develop theme, another strong mentor text for one of our target skills in the unit; this lesson then has students work in groups to compare the two texts and discuss how they can organize their own texts using structure as well as creativity to develop their own writing. Students will also analyze figurative language using the poem and review several literary terms, receive Cornell Notes on synthesis essay writing, and discuss strategies for using multiple texts as argumentative evidence to support one thesis in an essay (Hurley, 2017).

Wednesday students read the short story "Everyday Use" by Alice Walker and analyze her theme in groups to see if they are developing independence in the unit skills. Each team will share their findings with the whole group and have one more text to pull from in their synthesis writing, and I will use observation with a checklist to collect formative assessment data (Brookhart, 2010, p. 31).

Thursday students will write a timed synthesis essay as individuals or teams after reading a personal essay as another possible synthesis text and an in-class prompt; they may pull from any other texts thus far in the unit, as well, and must turn in their writing by the end of the block hour to demonstrate their current growth toward target unit skills at of the end of this week.

Pre-Assessment

CLD Unit Lesson Example 19

Pre-Assessment

The pre-assessment for this week is a long focus journal, which asks students a target question about how authors use structure to develop meaning in a text (Lemov, 2015, p. 34). We have addressed structure the least of our unit target skills, and this focus question prior to the week's instruction will yield solid data on students' prior knowledge of structure and how it either improves or detracts from meaning.

Learning Target (**Objectives, Student Set Goals, and/or Essential Questions**): The daily learning targets break the larger standards into "more manageable components" (Goodwin and Hubbell, 2013, p. 19).

Monday: Analyze the structure of a text to explain how the author unfolds a series of ideas for effect (*Springboard Grade 10*, 2014, p. 50).

Tuesday: Analyze a poem for the author's use of literary devices to explain how specific stylistic choices support the development of tone and theme; develop strategies for organizing ideas (p. 53)

Wednesday: Analyze a work of fiction to determine and explain the theme of the work; compare and contrast how two different authors explore similar subjects and themes (p. 58).

Block Day: Compare and contrast characters in a nonfiction text; draw conclusions about individuals' responses to culture and explain conclusions in a timed essay (p. 69).

Summative Assessment (**Collect student data**):

The summative assessment this week is a timed synthesis essay, which the students receive on block day when they enter class. They will have access to all reading materials from the unit thus far, and they will have a new, short essay along with the prompt called "Two Ways to Belong in America" by Bharati Mukherjee. They will have the choice to write in teams or as individuals, and they will have the entire block to write. Their essays will be used to measure their growth thus far toward their unit writing skills (analysis of theme/argument and how it is developed through the use of voice, imagery, diction, structure, and/or tone).

CLD Unit Lesson Example 20

Learning Task (Remember to consider relevance and career/workforce readiness skills around what is being taught AND Approach (Communicative or Cognitive) Ideas):

Number of Days: 4 Days, including one block day

Learning Task

Each day students will participate in all four language tasks in a cooperative group setting . . . with the possible exception of their summative assessment day because they can choose to work as individuals. Two of the Health Academy students are autistic, who often need time to decompress and work on their own during a general school year with 7 periods. During the summer reading program these two students have chosen to remain in the group setting the entire time thus far, and I anticipate they will remain in the group setting for the duration of the summer program, but as the length of the summer weighs upon students, I would not be surprised by an individual writing day for one or the other. Otherwise, all of the students should speak, listen, read, and write every day this week in the cooperative group setting (Oxford, 2001).

Student Differences

You have learned that differentiation consists of planning lessons in response to student differences in one or more of the following areas: Readiness, Interest, and/or Learning Profile/Style. Choose which area you will use to differentiate your lesson.

- **Readiness:** The level of a student's skills or understanding of a topic, do some need scaffolding and others challenged?
- **Interest:** Finding ways for students to pursue individual areas of interest about the topic; will choices be given?
- **Learning Profile/Style:** What is the intellectual preference of the student? Individual vs. group work; multiple- intelligences, etc.

This week I will target interest as I try to meet students' needs. As I get to know these students better, I have come to find that they are ALL digital natives, but especially my CLD student. She is a tech savvy student, who uses the digital world to communicate with her extended family daily, to excel in school, and to learn faster when her teachers don't necessarily communicate as clearly as YouTube instructors. My Health Academy students love the digital world, and like most digital natives, they are all very unique, so I am trying to offer more choices to accommodate their diverse interests. Students have four choices of prompts for the week's summative assessment, just as they will on the final Embedded Assessment 2 at the end of the summer reading program. They also have choice of whom they will work with for the summative assessment this week because their writing last week was strong enough to allow more flexibility of grouping. On one of the days, students will also have a jigsaw activity, and during this activity, through some choice of their own, they will have power of choice--not about whom they work with, but about which category they become experts in for their home team. So their interest will drive their learning during their jigsaw activity and most of the week (Prensky, 2010, p. 56).

Varying Tasks

You have learned that in order to differentiate instruction the educator can vary the task in one or more of the following areas: Content, Process, and/or Product. Choose which area you will differentiate. Then describe in detail exactly how you will differentiate your lesson based on the area you selected.

- **Content:** What students are to learn
- **Process:** How students are to learn. Includes instructional strategies, adjustable assignments, and curriculum approaches.
- **Product:** How students show what they have learned. Includes performance tasks and assessment tools.

This week I will also focus on process for differentiation. Students will have several choices during each daily lesson about the pathway they wish to take as groups through the lesson in order to achieve their goals and document their mastery of those goals. As long as they use the content and document their mastery of the goals by the end of each lesson, they will be successful. Some groups may choose to

CLD Unit Lesson Example 21

jigsaw their reading and have only a few paragraphs for each reader; some groups may choose choral reading for whole-group analysis. As long as the team collaborates and completes their challenge, their decisions are all valid this week as collaborative process decisions (Crockett, Jukes, & Churches, 2011, pp. 69-75).

Approach (Communicative or Cognitive) – Example: Communicative

I will be using the cognitive approach this week. I want to use the week to teach multiple strategies for cooperative learning strategies, which students can use in the future to be successful not only for the rest of high school, but also on the collegiate level (Herrera & Murry, 2016, p. 210-211). These strategies will help students develop strong learning cohorts with whom they can share their learning tasks in the future rather than trying to complete all of their work as individuals (Crockett, Jukes, & Churches, 2011, pp. 69-75).

Method (Practical or Applied Instructional Method Based on Approach) – Example: Sheltered Instructional Method

The only fully developed cognitive approach is the CALLA method (Herrera & Murry, 2016, p. 206). This week, I will use the CALLA method to focus on academic vocabulary skills, the target learning skills for the unit, and the most important learning strategies for this week, collaboration/cooperation and deconstruction of synthesis writing prompts (p. 209).

Strategy (Consistent with the Chosen Method) – Example: Hands-On Activities

One of the most important strategies NOT implicitly used by *Springboard* curriculum is deconstructing a prompt for more effective answers on writing assessments as a specific learning strategy/language strategy, and I will be using this strategy this week with my students (Mullen & Boldway, 2005, pp. 400-403).

Technique (Specific Actions Based on Strategy) – Example: Think-Pair-Share Technique

These students have never deconstructed a prompt before, and they've never even seen it done, so I'm going to use the think-aloud strategy to show students how I do it as I talk through the process (Nielsen, 2012). Then I'm going to show them an AVID video of a group of students doing the same process together on day two of our week, and I'm going to give them time during the second half of class to discuss the video they saw and what they liked about the process (AVID, 2017). On day three I'm going to give students time to practice the strategy with a mini-prompt on a topic they're familiar with and passionate about—junk food being removed from their vending machines on campus. Then on block day they should have received the scaffolding needed to deconstruct their summative assessment prompt using the strategy we've learned all week long.

YOU WILL COMPLETE THE FOLLOWING SECTIONS IN MODULE 6, AFTER THE LESSON IS TAUGHT

Self-Reflection for Continuous Improvement:

Explain what went well in the implementation of your lesson. What changes would you make to improve based on student achievement data and/or evidence? A visual display of the student achievement data must be included (i.e., table, graph, chart, etc.). What are the next steps for the students in your class, a group of students, and/or an individual student to ensure EVERY student is proficient? What are the next steps for you in becoming better at differentiating your instructional approaches for *all* learners in your classes? Use research (Module readings from the course text and 1-2 articles from the CSU-Global Library) to support your choices and ideas.

This week, students' use of classical structure in writing improved significantly. Their ability to use transition language to connect their ideas for readers in particular improved, and their grasp of that idea from the beginning of the week truly "went well" in the lesson. The focus question on Monday and the mentor texts helped students to develop their own strategies for how to organize strong structures for their own readers, and they truly understood the importance of doing so because their body language will never be present in their writing. My CLD student in particular was able to understand the importance of clear communication in her writing for this purpose because she is such a physical communicator and saw the analogy I used between structural transition sentences and body language (Glynn, 2007). Her sample writing this week showed targeted growth in every skill:

FIGURE 1: STUDENT A WRITING SAMPLE WEEK 3

Culture is an influential part in people's lives and how they view the world. Background information used to prove this are the texts, "Two kinds" about a chinese mother wanting her daughter to be perfect, "Two ways to belong in America" a story of two sisters from the same culture and moved halfway across the world to become two very different people, works from latino culture like a Frida Kahlo painting, and finally sources we knew but didn't read about such as the unfair treatment of African American people throughout history up to the present. We believe proving our point of culture affecting people is important because race issues are very prevalent in America and around the world. Culture greatly affects how a person views the world and their opinions about other people.

One of the flexible groupings did not go well this week, and if I could change something based on student success data, I would change allowing students complete freedom of whom to write with at the end of the week (Cox, 2017). The Health Academy students have a health club called HOSA, and all of the HOSA officers chose to write together on block day, which wound up being a disaster. One of the officers continually chose every opportunity to seek time off task and work on HOSA situations, which led to stress and anxiety on the part of the HOSA president, who has a medical and educational diagnosis of Autism Spectrum Disorder. After a second warning, which is a last warning, she remained on task, but her writing was significantly below grade level, below her regular quality, and indicative of the fact that she found a creative way to continue to work on HOSA tasks rather than her writing tasks even after the second warning. I also found her identification as a Native American and Hispanic individual to be very interesting, having known her family for years, and having heard no such identification whatsoever, although her mother did tell me once that HER great grandmother was from India (Herrera & Murry, 2016, pp. 165-173).

FIGURE 2: STUDENT B WITH IEP FOR AUTISM AND STUDENT C GENERAL EDUCATION WITH TWO CULTURAL HERITAGES

CLD Unit Lesson Example 23

Member 1:

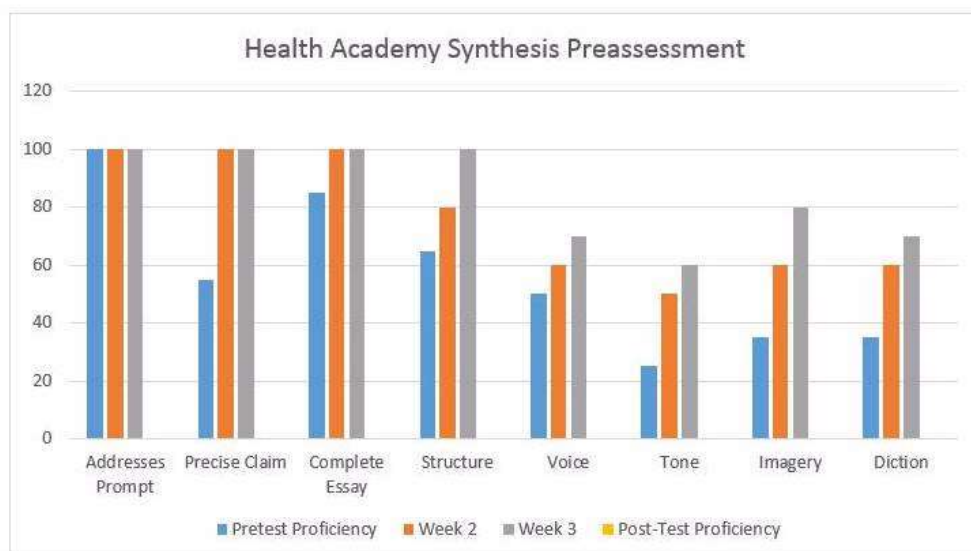
Throughout history, people's cultural differences have changed people's point of view of other cultures, especially during this time of cultural war. In recent days, people have rethought their beliefs on their culture and the ones who've threatened their cultural beliefs. Example: The Crusade era when The Christians wanted the middle eastern people to be more like them in every shape and form. Another example would be during the second World War when the Nazi's committed the second massive genocide in history on the Jew's because of the religious beliefs and how their ways on causing corruption in the world. This cultural war has been the foundation of most of the wars that this world has seen.

Member 2:

Everybody views the world in a different perspective based on how they were raised in their culture. Take me for example, my culture varies in a far range of two very unique cultures. I have a Hispanic culture and, a partial Native American culture. If a person were to experience year or two in India one would soon see the world in the way how the culture was changed by learning another culture. They would see how a new religion may open or drift them away from their original cultural religion.

To ensure mastery of all unit skills by the end of our summer reading unit, I will target voice, tone, and diction for the final two weeks of our unit (Lewis, Madison-Harris, Muoneke, & Times, 2017). The Health Academy students have done an outstanding job of mastering their other target skills, even hitting imagery this week while reviewing poetry terms. Their use of grade-level diction in their writing and their ability to command a strong voice and tone are not where they should be for honors students, so as we complete our summer unit, we will focus on activities, which target this weakest skills in our data. My CLD student actually has mastered diction in her writing as an individual and needs only to complete the activities targeting voice and tone with the grade-level students to master the other two students by the end of the unit. Moving her into the high group last week was definitely the right decision during week two and has allowed her to excel as a talented writer. My low writers felt much less anxiety this week and documented a higher percentage of growth working as a closed group. Their imagery mastery was the highest in the class at 100%, actually, and that skill should bolster their voice and tone next week.

FIGURE 3: STUDENT DATA WEEK 3:



As I move forward in the fall and implement these strategies with a larger pool of students, I plan to continue using preassessment data and continual data collection of formative assessments to ensure that I'm making wise adjustments for my CLD students as well as my grade-level students so that all of my students show continual growth throughout the year (Herrera & Murry, 2016, pp. 210-211). The

CLD Unit Lesson Example 24

CALLA model offers ample opportunities for data collection and readjustment based on that data to ensure student success by the end of an educational unit (p. 216). As long as I'm collecting data and using it to change my plan when/if I'm not achieving the success outcomes I need, then I'll still achieve those outcomes in the end for ALL students, including my CLD learners.

Evidence of Implementation:

Attach student work, photos of the lesson in progress demonstrating student motivation/engagement and/or any other evidence as proof of implementation. **Remember to maintain student confidentiality (e.g., names removed, etc.) and follow school policies around student photos, etc.**

(Included above)



SOURCES: Add any additional sources or research you used in this second part of the template to the Reference list you began earlier. (Remember to follow the [CSU-Global Guide to Writing and APA Style](#)).

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