**Amber Genzink**

**ELL  
Report Template**

1. ***Description***
   1. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).  
        
      5th Grade English Language Arts Classroom
   2. The student(s)—use a pseudonym to maintain confidentiality—with whom you are working (e.g. age, grade level, level of English Proficiency, personal characteristics based on observations/interactions, other information that may give the reader a more in-depth description of the student)  
      1. I worked with the following 5th grade students, who are 11-12 years old:
         1. Jenny: ACCESS Composite score of 3.7 (Tier B). Willing to take risks, hardworking, willing to practice at home to improve.
         2. Kim: ACCESS Composite score of 3.7 (Tier C). Very shy, needs extended processing time before speaking, hardworking, willing to practice at home to improve.
         3. Betty: ACCESS Composite score of 4.9 (Tier C). Been making great gains this year. Hardworking, willing to practice at home to improve.
   3. The days and times that you met with the student.
      1. The students worked with me for 45 total minutes each day (15 minute mini lesson, and 30 minute skill block) on the following dates: 11/11/13, 11/12/13, 11/13/13, 11/14/13, 11/15/13, 11/18/13, 11/19/13, 11/20/13.
      2. I teach the EIP(Early Intervention Program)/ESOL (English Speakers of Other Langauges) 5th grade class, so my classroom has all of the English Learners and many of the exited ESOL students that are still working to master specific English skills.
   4. Ways in which you interacted/engaged with the student (including pedagogical strategies).

I used elements from the SIOP Lesson Plan Template to ensure I would meet the needs of my English Learners (ELs) over the course of the eight days:

**Connecting to Prior Knowledge:** Using the ActivBoard, I showed various types of text structures, along with their accompanying graphic organizer. The students turned and talked to their neighbor about what they remember about those types of graphic organizers.

**Emphasizing Key Vocabulary:** The students used the ActivBoard pen to match up vocabulary terms and definitions, along with their accompanying graphic organizer visual.

**Building Background Knowledge:** Over several days, students watched the BrainPop and BrainPopJr. videos (*Main Idea and Detail, Sequence, Writing in Sequence, Cause and Effect,* and *How-To Essay)*. I paused the videos to allow for conversation and clarification as the students watched.

**Application and Scaffolding:** I modeled reading a passage, underlining key clue words, and determining which type of text structure was used. Then, student volunteers read short, high-interest passages (about the Wii game system) and underlined key vocabulary that gave clues about the type of text structure used. Students worked as a team to complete a self-checking matching game on the ActiveBoard in which they matched the short passages to the type of text structure displayed. Students then used sentence frames as scaffolding to compare and contrast two texts. They were allowed rehearsal time with their partner before sharing with the whole group. During independent work time, the students were asked to then use the sentence frames to write the response they had discussed with their partner. This scaffolding of watching teacher modeling, discussing with a peer using sentence frames, and finally writing the answer assisted students in creating the best possible written response, regardless of the level of written English they were at currently.

Later, in small groups, students were given several high-interest kids’ magazines, including a Spanish/English Scholastic News about Spanish holidays. Students repeated the process they had used at the ActiveBoard to identify, discuss, and compare the various texts and types of text structure. This time, instead of the ActivBoard graphic organizers for scaffolding, students were allowed to manipulate small graphic organizer cards showing the various text structures and several of the clue words found in each type of structure. Students then were given the opportunity to practice their skills using an online text structure game. With a partner, students read short passages and determined the text structure using the ActivBoard or shared computer. They were encouraged to discuss their answer and back it up with reasoning before making an answer choice.

1. ***Objectives and Assessments***

Write 2-3 learning objectives and state how you will assess each. Provide evidence for meeting the objectives.

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| **Objective**  Example | **Assessment** | **Was the objective met? Evidence of student learning.** |
| *(Content) The student will investigate the characteristics of quadrilaterals.* | *(Formative). I will observe and ask questions while the student is working.* | *Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.* |
| *The students will identify various text structures in an assortment of texts.* | *Using graphic organizers and notes of clue words, students will identify the text structure of at least 4 out of 5 short texts.* | *Jenny: 3/5 No. Jenny struggled to read the text, and even when it was read to her, she was only correct in her identification of the text structure 3 out of 5 times. She will need reteaching.*  *Kim: 4/5 Yes. Kim took a longer amount of time than the other girls to read the passages, but she correctly identified 4 out of 5 text structures.*  *Betty: 4/5 Yes. Betty used several clue words to correctly identify 4 out of the 5 text structures.* |
| *The students will compare and contrast texts using sentence frames for support.* | *I will observe students as they compare/contrast two texts with the support of sentence frames.*  *After discussion and practice, students will write one comparison and one contrast of two self-selected texts using sentences frames for assistance.* | *Jenny: Yes. Jenny was able to compare and contrast verbally using the sentence frames, but was not able to write her spoken explanation as clearly.*  *Kim: Yes. Kim was able to find similarities and differences between the texts; however, she did not use the sentence frame to write a complete sentence. She showed that she understood the concept, just not the language.*  *Betty: Yes. Betty was able to verbally compare and contrast, but her written explanation was not as detailed as her verbal explanation.* |

1. ***Resources***

You are required to use 2-3 ELL-specific resources to help inform your understanding of ELLs and increase your pedagogical strategies to assist students who are English Language Learners (ELLs). You may use the resources listed within the module or other resources available to you. Briefly describe how the resources were used to assist in your experience.

BrainPopJr. BrainPop videos: Building background knowledge prior to practicing new skill.

Scholastic News (Bilingual English/Spanish and English versions): First language support to allow students to focus on the text structure instead of the language, and also to engage the learners with text that was culturally relevant.

Sentence frames: To scaffold the students’ speaking and writing ability.

Graphic Organizers: To provide visuals of the abstract concept we were discussing.

ActivBoard Presentation: To allow students to see the spoken texts and also to physically move, manipulate, and match definitions and allow students to underline key words and vocabulary to create visuals.

Quiz: To allow non-threatening time (to lower the affective filter) for practice with a peer.