

Official edTPA Score for Rubric 4 = Level 2

4. Supporting Mathematics Development Through Language

- a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for students to develop conceptual understanding, procedural fluency, and mathematical reasoning or problem-solving skills within your central focus. Listed below are some sample language functions. You may choose one of these or another language function more appropriate for your learning segment.

Compare/Contrast	Justify	Describe	Explain	Prove
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Please see additional examples and non-examples of language functions in the glossary.

[Explain]

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[A key learning task planned for Lesson 3 is a round table activity where students will be placed in homogeneous groups. The activity worksheets are differentiated by content according to student readiness. The homework from Lesson 1 will be reviewed to determine the grouping for this Lesson 3 activity. This activity requires students to work steps toward solving radical equations. One student will have the worksheet and a pencil and will act as the recorder and one student in the group will be the speaker telling the recorder how to proceed with the solving step. The remaining students (one or two) will be observers for that step. The observers' assignment is to listen to the speaker and watch the recorder with the paper as they work out the step they are performing. It is important for the speaker to articulate their decisions creating effective communication among the group. The other group members listen to the methods and techniques applied and are able to provide praise and/or constructive criticism when it is their turn as speaker. The worksheet will rotate to each group member where each member will solve one step toward solving the radical equation. When a group member performs the final check (check for extraneous solutions) for a given problem the group is allowed to discuss any concerns with that particular problem and decide if the problem has been completed successfully before moving on to the next problem. The process repeats for all four problems. This activity allows students to explain their thinking and just as important allows other students to listen and construct viable arguments in a respectful way. Critiquing the reasoning of others will provide students with the opportunity to decide if the mathematical processes and concepts are making sense. Also it requires the students to develop useful questions to clarify or improve the arguments as stated in the State Standards for Mathematical Practice.]

- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:
- Vocabulary and/or symbols
 - Mathematical precision² (e.g., using clear definitions, labeling axes, specifying units of measure, stating meaning of symbols), appropriate to your students' mathematical and language development
 - **Plus** at least one of the following:
 - Discourse
 - Syntax

[Students need to articulate clearly their thinking and the steps for solving a radical equation as they write their approach on the group worksheet. Clear communication of the steps to solving the radical equation requires use of specific vocabulary such as index, radical, radicand, the idea of inverse operations and extraneous solutions. For this activity students will need to show their thinking orally and in writing providing comment and written explanation for their decisions toward solving the radical equations. Students will be able to support their decisions as they solve the equations. At the end of each problem each group will be able to discuss any concerns they have with the methods implemented thereby having a verbal discourse about the written work.

Students will use their prior knowledge and new knowledge to apply the meaning of symbols and organize the required syntax such as parentheses, exponents, and inverse operations along with polynomial multiplication to solve for a single variable. Peer to peer discourse about the process and concepts involved in solving the radical equations will hopefully provide an engaging environment where students will build their experience and will hopefully clear up any misconceptions.]

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary and/or symbols, mathematical precision, discourse, or syntax).

[Students will take notes in their math composition notebook during class discussions and guided examples. Students will be encouraged to write down definitions to terms and take notes regarding concepts and the process for solving radical equations.]

Official edTPA Score for Rubric 4 = Level 3

4. Supporting History/Social Studies Development Through Language

- a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for students to learn the history/social studies content within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Compare/contrast	Construct	Describe	Evaluate
Examine	Identify	Interpret	Justify	Locate

[The central focus for this learning segment is to analyze the impact on society that technological innovation and the growth of efficiency had during the Industrial Revolution. The function is analyze. The learning objectives for each day are varied but they support the central focus of analyzing the impact of the Industrial Revolution.]

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[The learning objective for Lesson 2 is "The student will be able to analyze the process and impact that the Industrial Revolution played on society and how it led to urbanization, poor living conditions, and how it impacted women." The lesson begins with a PowerPoint presentation with a guided note-taking activity and discussion. Students will write notes and discuss with the class their thoughts on the photos and images displayed. The notes are broken into chunks with images dispersed throughout the presentation. The assessment at the end of the lesson (Assessments 2.1 Industrial Revolution Cause and Effect Flow Chart) will allow the students to practice using the language function identified above. They will have listed eight different events that took place during the Industrial Revolution. They will need to look at their notes and all eight events on their handout, then analyze which event led to the next event in sequential order. Students will need to analyze the outcome of each event to determine which event it would cause next on the flow chart.]

- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:
- Vocabulary/symbols
 - **Plus** at least one of the following:
 - Discourse
 - Syntax

[The very first language demand that students need to understand in order to analyze the events for the flow chart, is key vocabulary. In order to accomplish the learning task identified above students will need to understand the words "entrepreneur" and "urbanization". There are only two students in our class that have taken an economics course where they might have heard the term "entrepreneur". This word will more than likely be unfamiliar to the majority of the class. A vital part of the learning task requires students to understand that entrepreneurs were willing to open more factories because of the abundance of cheap labor at their disposal. Since this is crucial to their accomplishing the learning task they will need to understand that an entrepreneur takes on greater than normal financial risks in order to organize and operate a business. Since the risk was low due to the abundance of cheap labor, they were more willing to expand. The word "urbanization" is a vital word for the students to understand as well. This is the result of the process of industrialization, which is our central focus of this segment. Students will need to understand that large numbers of people flocked to the cities to seek work once they were no longer needed on the farms.

The learning task requires to students to have a firm grasp of syntax for this time period as well. Students will be required to organize the events by looking at their descriptions, studying their notes, and placing them in order

from cause to effect in a flow chart format. The notes that students take from the lecture and discussion will be very useful in completing this task. The notes have all of the information needed to complete this activity, students will simply need to look at the information, analyze it and place it in the proper order on the flow chart (Assessment 2.1).]

d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary/symbols, discourse, or syntax).

[The instructional supports for this learning task are designed to help students understand, develop, and use the identified language demands. The first instructional support is the PowerPoint presentation (Instructional Materials 2.1) with the notes and images from the lecture and discussion. Students will follow along with this presentation and fill in their guided note-taking sheet (Instructional Materials 2.2). These two instructional supports will be available for students to refer back to in order to complete their learning task (Assessment 2.1). These instructional supports lay the groundwork of information that will give the students what they need to complete the assessment. There will also be informal assessments in the form of question and answer times throughout the lecture with discussion. These informal assessments will be used mainly as an indicator of student understanding, but the feedback they receive will also be useful in completing this task.]

Official edTPA Score for Rubric 4 = Level 4

4. Supporting Literacy Development Through Language

- a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for students to develop and practice the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

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

[The language function essential for student learning within my central focus is analyze.]

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential literacy strategy. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[The key learning task that gives students the opportunity to practice using the language function is writing a poetry response to a poem of the student's choice using a poetry map. This task occurs on day 1 in lesson 1 about the craft of poetry. For this learning task, the students are to independently practice analyzing a poem through identifying the key features of the poem and reflecting on the poem. Students will complete this task through a poetry map, which can be thought of as a graphic organizer for their response. Within the poetry map, the poem chosen is in the center of the map. The left sections of the map is essentially used for identifying the key features of the poem, while the right sections are used for reflecting on the poem. While completing the left sections of the poetry map, the students may annotate, or highlight, the poem in the center to identify the features of the poem. Using the features they found, the students will analyze the highlighted information to reflectively write about the overall purpose of the poem and share their own thoughts from a reader's perspective. Through analysis of poetry, students will gain the comprehension to guide them in writing their own in later tasks.]

- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral)
need to understand and/or use:

Vocabulary or key phrases

- d. **Plus** at least one of the following:

- Syntax
- Discourse

[The poetry map is essential for helping students thoughtfully respond to poetry, organize their responses, and comprehend vocabulary. The students have already been exposed to poetry before in the Reading Wonders Unit 2, Week 5; however, they have not been proficient in comprehending the poetry because of how different it is written from prose. The poetry map provides students with the opportunity to practice writing about their reading to build comprehension. The students utilize discourse in writing about their thoughts while reading the poem and determining the poem's overall purpose. Students thoughtfully reflect on their reading by writing about how the poem made them feel, and how that affects the mood of the poem as a reader. The more detail they include in their response, the more discourse students participate in to help them understand and utilize the text for their own poem composition. The students' poetry map will allow them to utilize syntax in organizing their analysis and response to a poem of their choice. When students usually read poetry, they often forget to focus on the text evidence that supports their response to their reading. The poetry map serves as a graphic organizer, guiding them through their analysis to provide the text evidence in their reflection. This also assist struggling writers and the 504 student by including questions that lead them to recognizing the key features of a poem. The left sections of the map require students to identify key features by annotating the poem. The sections are organized by the key features that assist students in recognizing the structure of poetry. First, the students are asked to identify the number of lines and stanzas in the poem. Students who struggle may annotate the poem by numbering the lines and stanzas to answer the section. Then, the students are

asked to identify patterns of rhyme or repetition utilized in the poem that affect the purpose and mood that the writer portrays. Students may identify these features by circling or underlining the required features. These sections assist students in focusing on the elements to analyze and use to reflect on in the right sections of the map. The right sections of the poetry map requires students to describe their thoughts after reading and annotating the poem. The students also have a section for identifying other key features on their own that may contribute to their poetry response after reading the poem. The students utilize the vocabulary they have acquired throughout the lesson in their poetry map as well. The vocabulary as discussed in relation to the key features of poetry are figurative language, rhyme, repetition, line, and stanza. Since the students have previously read various poems, the students are familiar with the vocabulary associated with poetry; however, they may not understand how to identify or utilize the vocabulary within their response to reading. The poetry map allows students highlight the examples of vocabulary in the poem to refer to as they describe their thoughts on specific lines from the poem. This will allow struggling students to recognize how the features are used in the poem by annotating it independently and referring it for their own understanding of vocabulary.]

e. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- ✱ Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary or key phrases, discourse, or syntax).

[Before the students complete the independent learning task, the students' learning is scaffolded with the "I do", "We do", "You do" model. This model provides a poetry analysis from the teacher's perspective in the "I do", guided practice in which the students and teacher collaborate to analyze a poem in the "We do", and independent practice in which the students practice analyzing the poem themselves in the "You do". This scaffold provides support for the students who struggle with analyzing their reading and constructing thoughtful responses. In the "I do", students are introduced to vocabulary with an interactive writing workshop lesson from Reading Wonders. The students read *The Contest* by Maggie D. and the lesson has highlighted stopping points to discuss the key features of a poem. The key features are defined in the highlighted points and the lines in the poem are referred to for examples of the vocabulary. The students are provided with a direct model from the teacher of how to identify the key features within a poem. The students are also introduced to the writer's prewriting before she wrote the poem. This prewriting enhances the discourse of discussion as the students analyze how the writer portrayed their thoughts and feelings into poetry instead of prose, which also builds their understanding in why they must identify the key features. This also enhances their syntax association with the structure of poetry for comprehension. During the guided practice in "We do", the students identify the key features of *Green Eggs and Ham* by Dr. Seuss. After the students have practiced identifying the key features, the students will be lead in a discussion with the collaboration of the teacher about how the writer used the features to portray the purpose and mood of the poem. The teacher and students will also discuss how the poem appealed to their five senses as well as any other thoughts they had while reading the poem. This prepares the students to analyze the poem through discourse while utilizing the language function. The poetry map utilized during the "You do" will demonstrate the student's understanding by utilizing the language function through discourse when writing a poetry response to their analysis. It also allows students to demonstrate their knowledge of vocabulary by identifying examples of it on their own. The students are also able to utilize a written form of discourse, referring back to the verbal discussion in the "We do" to analyze the poem independently.]