# TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

## 1. Learning Segment Focus

a. Describe the central focus and your literacy learning objectives for the learning segment.

[ ]

b. Explain how the standards and learning objectives within your learning segment address the following:

* high-quality, evidence-based literacy instruction and
* the development of foundational skills

[ ]

c. Explain how your plans build on each other to support literacy learning. Be sure to address how your plans consistently:

* are high quality and evidence based and
* support the development of foundational skills

[ ]

## 2. Knowledge of Students and a Multi-Tiered System of Supports (MTSS) to Inform Teaching

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, students at risk for and with dyslexia, English learners, students who struggle with reading, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. **Cite evidence of how you use MTSS to support literacy learning objectives.** Be sure to address strategies used to identify and respond to characteristics of

* the class as a whole (Tier 1),
* groups with similar needs (Tier 2), and
* specific individuals (Tier 3).

[ ]

b. Explain how your plans are reflective of social and emotional or trauma-informed practices.

[ ]

## 3. Supporting Students’ Literacy Learning

To support your justifications, refer to the instructional materials and lesson plans you have included as part of Literacy Planning Task 1. **In addition,** **use principles from research and/or theory to support your justifications**.

a. Characteristics of the class—What do you know about your students’

* everyday personal experiences,
* cultural and linguistic backgrounds, and
* community?

[ ]

b. Justify how knowledge of your students guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’:

* prior academic learning and prerequisite skills
* strengths (personal, cultural, linguistic, or community)

[ ]

c. Describe and justify why your instructional strategies and planned supports are appropriate for

* **the whole class,**
* **groups of students,**
* **and individuals with specific learning needs**.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, students at risk for and with dyslexia, English learners, students who struggle with reading, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[ ]

## 4. Identifying and Supporting Language Development

As you respond to prompts 4a–b, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

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

1. Using information about your students’ language assets and needs, identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use at least three of the following:

* function
* vocabulary/symbols
* active listening
* grammatical structures
* written, visual, or verbal communication

[ ]

b. Describe a key learning task where language development supports are differentiated for individual students or accepts and encourages translanguaging.

Identify the lesson in which the learning task occurs (provide lesson day/number).

[ ]

## 5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Literacy Planning Task 1.

1. Describe how your planned formal and informal assessments will provide direct evidence that students understand literacy learning that supports the development of foundational skills **throughout** the learning segment.

[ ]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs listed in your Context for Learning to demonstrate their learning.   
**NOTE:** This should be reflected in your lesson plans.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, students at risk for and with dyslexia, English learners, students who struggle with reading, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

[ ]