The activity corresponded to the oral and literacy language abilities of Emergent Bilinguals in that the writing activity followed a group activity, where the students built a Marble Track based on their STEM school project. I observed the students' abilities to communicate with peers in their small group, although I did not catch conversations as they were happening. Students had opportunities over a span of 7 days to work together and have conversations about the topic. This opportunity for discourse, experimentation and skill building, I think, supported their writing at the end. There was a mixture of personalities, from students that have had difficulty expressing ideas, both orally and in writing, to students who bring ideas to the table and engage with their peers, often offering their input and taking the lead. These students, I noticed, were eager to write down their process and experience, but still required support in Sentence Structure and grammar.

After implementing the lesson, all students were able to work on the introduction sentence on Day one. Level 1 students met in a round table to view the mentor text and structure of what was expected. Some students helped each other out by sharing ideas out loud, however sometimes that translated to them wanting to write down the some idea as their friend. The students all worked at different rates of speed, some taking longer than others and requiring a location in the room with less distractions and time tracking. These students, even with the scaffolds and text, did not initially produce their first sentence on their own and copied one of the topic sentences the group had come up with. Nevertheless, I found myself giving them constant feedback, mostly encouragement (*Good sentence,* or *I like how you wrote that*) as they told me their ideas and thoughts. The majority of the students could verbally express how they felt

about the process or the steps they took, but it was the writing part that was challenging for them. All of them had something to say about their experience and needed aiding in phrasing, then putting it on paper. The students used the phrases they provided to produce 2-3 sentences about the topic. This was the most challenging part because they could just use a phrase from their notes (For example, *Engineering Design Process/Steps*) then have a difficult time forming a sentence (For example, *I used the steps of the Engineering Design Process*). Because informative text requires them to use academic vocabulary, it was challenging for them to produce complete sentences without support, whereas an informal Writing Response or Prompt would have allowed them to "free" think and write. The second session was adding facts about the topic. This is where we came up with details as a group, wrote several on post it notes and anchored them to our Informative Chart. The students added details such as "it was fun, we worked as a group/we watched videos, we brainstormed". I like how they thought of themselves as a unit of "we" and never "I" being that it was a collaborative activity. The last session of the lesson was forming our closing sentence. They have struggled with closing sentences for all forms of writing. I helped them think of Sentence frames (For example, *All in all, In closing, In conclusion*) and prompted them to jot down how they felt about the experience. Their responses varied from "no good" to "i was happy" to "i liked it". So while I had grouped the students based on their abilities in producing phrases and words to eventually forming a sentence with a clause, again most expressed their sentence/clause, but needed support in writing it down as a complete and coherent sentence. Another thing that worked well for them was the drafting and revising process. I used a highlighter to point out the good parts of their sentence (For

example, their use of transition words like *First, Then, Lastly*) and the parts that did not need to be added, were repetitive or out of place.

An adjustment that was made during the lesson to make improvement was the rearranging of student groups. All students initially scored in the Entering Level of the WIDA, but have since shown differences in their abilities to speak, write, read and listen. When looking at my original lesson plan, I had placed 5/9 students in Entering Level, 3 in Emerging and 1 in Developing. During the lesson I found that 2 needed Entering supports, 2 were placed in the Emerging, with the rest in the Developing. I explain in the last portion of my Self Assessment the support that these students received in their groups, as has been the case throughout this school year.

Some of the key vocabulary produced by the students during the writing process and sharing of ideas were the terms used to refer to our steps in regards to the Engineering Design process. We had discussions about the activity (The marble maze/track) being tied to STEM and STEM being Science, Technology, Engineering, Math. We needed to have several conversations about it all prior to writing about it, as it was their first experience working with a STEM related project and Informative Writing piece. Some students were able to use the words from our anchor chart depicting the steps for the Engineering Design (For example, Brainstorm, test, create/build, design), as well as math vocabulary (*sphere, 3D shape*) to describe the marble and its purpose for staying in its track. A lot of this language was observed during the course of the Marble Track project, and I had hoped it would transfer to their writing-and in most it did.

Some of the differentiated supports that I will discuss below helped all students, some more than others. Due to the lesson being a fairly new concept for all the

students, and myself, I first did a whole group lesson to discuss and view the structure of an Informative/ Explanatory writing piece. I provided an anchor chart to display the standard and its components (topic, facts, closing). The 9 (all Level 1) students then got in their small groups to work on their topic sentence. The students were broken up into 3 groups (5-2-2), while the other students worked independently. I found that even though I had included only Level 1 students in my Scaffolded Lesson Plan, the 9 students showed different needs. Some of the supports that all students used for writing were graphic organizers, notes and drawings. They had created and added to them throughout the STEM activity. Group 1 (5 students) was able to use their resources to build up phrases and sentences by discussing out loud what they had experienced. The sentence frames and post-its helped them express their feelings and ideas. However the encoding was a challenge, as they are still learning to use their phonic skills to write. Group 2 (2 students), despite the materials, struggle with focus and motivation. This group was given a timer to track their writing and did well working away from the other groups. Group 3 (2 students with an IEP and SAT) is still in the Early-alphabetic stage of spelling and struggle with handwriting in general. For these students, I used mentor text and written samples as they directly copied onto their paper. I have learned that students still learning to form letters focus intently on that process, hence leaving little energy to write down thoughts and ideas. Imagine yourself writing about a topic with your non-dominant hand!

Before the Lesson

My expectations of the language use by students, based on the content demand of the task and direct instruction, were for them to learn about the content from hearing

and seeing instructions in various ways-through images, videos, teacher demonstration, discussion, illustrations, anchor charts. I have since learned that group work is invaluable when it comes to learning language and content. In terms of the language demand of the task, I expected students to complete the task but struggle with the writing part. I expected students to build up their language from being in groups, from hearing to talking about the topic. I expected students to learn from each other and communicate thoughts and ideas purposeful to the task. I expected some students to lead and some to follow along, based on personalities and their usual language use in the classroom. I expected students to encourage each other, share ideas, resolve conflict, learn to agree and disagree with each other. With the English language proficiency of the students, I expected them to be at different levels of language proficiency, despite their WIDA scores (all had an overall score of 1).

After the Lesson

The activity for this lesson was to write an informative piece. In order to provide some context about their writing task, the students participated in a group activity following the Engineering Design process to build a marble track for our STEM project. The different tasks ranged in length but averaged about 7 days worth of lessons. Students used a handout /graphic organizer to jot down notes about our steps: Ask Questions, Plan, Create/Design, Test, and Improve. The initial 2 steps took place as a whole class, while the students worked in small groups of 3 to complete steps 3-5 (Create, Test, Improve).

Next Steps

      I would like to understand the language of the Common Core State Standards and how they relate to a student's needs for support. For example, In Kinder, CCSS explicitly states "with prompting and support" in many writing and reading objectives. However, in 1st grade and above, the "prompting and support" is not stated in the writing standards for opinion, informative or narrative pieces, assuming students can complete on their own. With our District's use of Proficiency Scales to grade students, does my scaffolding affect student's proficiency? The writing standards require students to use a specific structure, and I can speak for all first grade classes in my school, regardless of language classification, students have had a hard time following and writing on their own. As was my observation during the writing portion of their Access test, students seemed to have forgotten some foundational handwriting skills (spacing, punctuation, capitalization) and composition skills (sentence structure, transition words, sequence). Nevertheless, this experience encourages me to dig into and adjust my strategies for teaching language and writing.

Artifacts

Class Anchor Chart

Writing Sample 1 with Graphic Organizer (Early Alphabetic)

The Engineering Design Process

1. Identify the problem: The marble had to stay on the track

2. Research! watch video. and think about ideas in our group.

3. Brainstorm ideas and solutions we looked at video pictures of marble thack

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First wee planned. Then we build it. Last we test it out. In the end I liked my track.
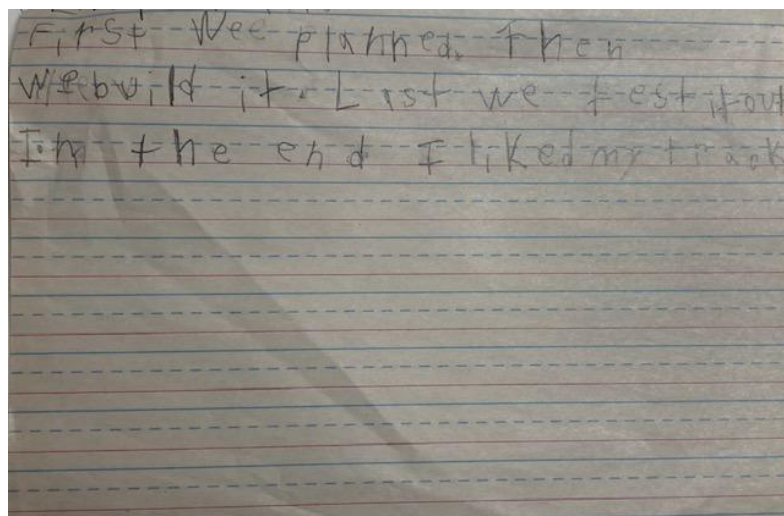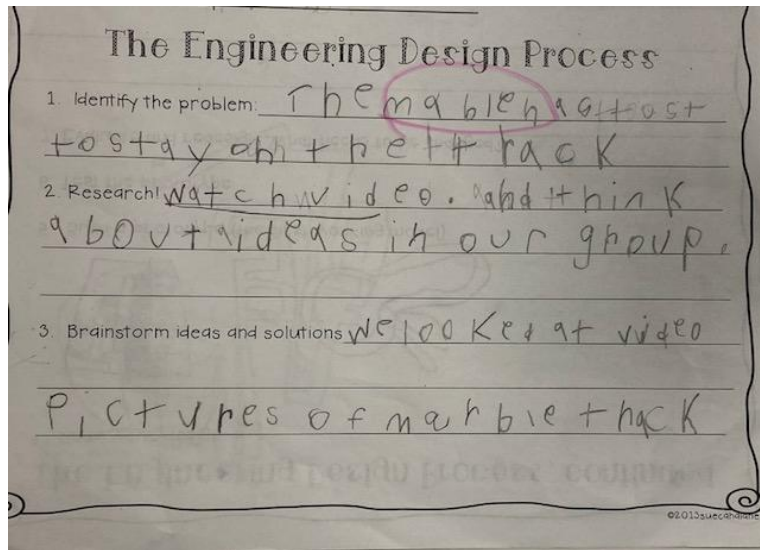
Writing Samples (Pre-Alphabetic)

I am going to tell you
about my project.
First we walched videos.
Next we brainstormed.
Last me and mi group du do vest.
mar ble. don In conclusion, I haip picos
I Lov Junin. mar ble.

Why STEM Activity

I am going to tell you
about my project.
First we watched videos.
Next then we brainstormed.
Last me and mi group
Iu the end Finl we plained.

My morbo tuaeh.

My gurp ded the tbet.

So Fist We grav a qlet.

Then we da the hant.

Last we too du leto hart.

In conclusion I lIke do morbo tuaeh.

Formative Language Feedback Inventory for Goal Setting

Purpose: This inventory will assist us in understanding your current practices and concerns related to formative language feedback. It will also help you identify potential goals for further development and use of formative language feedback in your classrooms.

Directions: After reading each statement, select the appropriate descriptor to indicate your current level understanding and use (*Where I Am Now*), and your ideal level of understanding and use (*Where I Would Like to Be*).

Descriptors
1. **Not Yet**
2. **Somewhat**
3. **Often**
4. **Consistently**

To what extent do I…	Where I am Now	Where I would Like to BE
1. View students' language and cultures as valuable resources to be incorporated into learning?	3	4
2. Reflect on the language students will need to use complete a task?	2	3
3. Use student's current language performance to identify appropriate instructional supports?	2	3
4. Consider students' language level when creating tools for providing feedback?	2	3
5. Compare student language performance to a language standard?	1	3
6. Ask students to reflect on their own language performance?	1	3
7. Ask students to reflect on each other's language performance?	1	3
8. Give students feedback about their language performance?	1	3

9. Give parents feedback about their child's language performance?	1	3

10. Talk to other teachers about formative language feedback?	1	3

Review the two columns and identify potential target areas to establish personal learning goals in formative language assessment.

Planning for Purposeful Language

Before the Lesson: My expectations of language use (receptive/productive) by students based on the structure of the learning environment, my direct instruction, the content demand of the task, the language demand of the task, the English language proficiency levels of the students, etc.
-I expected students to learn the content from hearing and seeing instructions and content from various ways (images, videos, teacher demonstration, discussion, illustration, anchor chart). **- I expected students to complete the task but struggle with the writing about it part.** **- I expected students to build up their language from being in groups, hearing about it, talking about it…** **-I expected students to learn from each other and communicate thoughts and ideas purposeful to the task.** **-I expected the students to encourage each other, share ideas, resolve conflict, learn to agree and disagree with each other.** **I expected students to be a different levels of language proficiency despite their WIDA scores.** **-I expected some students to lead and some to follow along, based on personalities and language use in the classroom.**
Before the Lesson: The language and interactions I plan to purposefully observe.
-back and forth conversations between team members. **-Which team members step up and which team members quietly follow. -Who uses their own notes and who needs support.** **-Who works as a team and who does their own thing.** **Who perseveres, who gives up.**

During the Lesson: My observations regarding language use by students

Observations during group work

Group 1-E.O. communicates easily in Spanish but her English has been more noticeable lately when speaking with other children. She has great dialogue skills in her native language and almost freezes when writing in the 2nd language. Does well reading and writing, though often focuses too much on spelling words correctly over using her phonics skills to spell the sounds.

Group 2- S.S chatty, sometimes off task, uses broken English (Ms. I go to put this here?). Often wants to draw detailed pictures of what we are writing about but ends up needing more writing time.

Group 3-M.R. speaks in broken English (verbs, pronouns), communicates easily in her native language.

E.L. Easily communicates in English, often struggles to get the words out as if stammering. Has struggled with listening, reading, and writing. A.D. Often sits by and observes the other ELLs but has done well speaking up in English. When speaking, he struggles with part of speech and does not self correct when shown the correct way to speak (Ms. Can I go to drink water). Struggles with reading, listening, and writing

Group 4

A.R. struggles the most among all ELLs in all areas of Language Development, both in her native and second language.

G.C. Chatty and does not care how his English comes out. He struggles to listen and write, but has shown great improvement in reading and speaking.

Group 5

MT is quiet, she does not always take the lead but will make her voice heard. She will agree and disagree, take a role and participate willingly. She keeps going when the task is challenging. She takes notes and listens.

M.M is also a quiet student and she struggles to speak up. She speaks in a soft and low voice and most students end up talking over her. She speaks up in social settings when she needs something or she sees something is not ok. M.M participates well in creating and being hands on. She requires teacher help and completes tasks to the best of her abilities.

After the Lesson: How did I respond to students? What was my feedback? How did students respond to each other? What interactions stood out?

The activity for this lesson was a writing informative piece. The activity was following the Engineering Design process to build a marble track for our STEM project. Then writing about it.

The different tasks ranged in length but averaged about a weeks worth of lessons.

First students used a handout /graphic organizer to jot down notes for our activity. since we were following the Engineering Design process, 5 steps took place: Asking Questions, Planning, Creating/Design, Test, Improve. After the initial 2 steps took place the students worked in small groups of 3 to complete the Create/design Step. This is where I observed their interactions with each other.

After the test and improve steps were completed, I did a whole lesson to the entire class on the structure of an Informative/Explanatory writing piece. I provided an anchor chart to display the standard and its components (topic, facts, closing). I also provided sentence frames to use such as I want to tell you about _____; Our class worked on _____. We also used post it notes to write down some facts about our topic.

They worked on the introduction sentence on Day one. Students helped each other out, however sometimes translating to writing the same ideas (M.M. M.R). Most of the students were able to put in writing their topic sentence using my mentor text and some adding their own title (My STEM Activity). The students all worked at different rates of speed, some taking longer than others. There were a few students who, even with the scaffolds and text, did not initially produce their first sentence (A.D. A.R) so I moved those students to a different area in the room with their writing materials to limit distractions and set a timer. I found myself giving them feedback as they told me their ideas and thoughts. It is writing that down that is challenging for them. Because all of them had something to say about their experience but needed aiding in phrasing it then putting it on paper. The students used the phrases they provided to produce their 2-3 sentences about the topic. This was the most challenging part because they just copy a phrase (Engineering Design Process/Steps) then have a difficult time forming a sentence (I used the steps of the Engineering Design Process). Because informative text requires them to use academic vocabulary, it was challenging to produce complete sentences without my own input. I used a highlighter to point out the good parts of their sentence (transition words) and the parts that were repetitive or out of place.

The last session was their closing sentence. I helped them with samples of a closing sentence (All in all, In closing, In conclusion) they had to use words and phrases about how they felt about the experience. Some felt good or like the activity, some had a bad time working with their group. So while I had grouped the students based on their abilities in producing phrases and words to eventually forming a sentence with a clause, most orally expressed their sentence/clause, but needed support in writing it down as a complete and coherent sentence.

Next Steps: I wonder...

I struggle understanding how to teach EBs with the support they need and grading them based on CCSS and the District's use of Proficiency Scales. In Kinder, CCSS explicitly states "with prompting and support" in many writing and reading objectives. However in 1st grade and above, the "prompting and support" is not used, especially in writing.

So of course I will provide prompting and support to all students, but does that translate to the students not being proficient in being able to complete a writing task on their own?

The informative (narrative, opinion included) require a structure, of which students have had a hard time following and doing correctly on their own. And I speak for all first grade classes in my school, regardless of language classification. We have drilled and practiced using sequence and temporal words to signal transition, yet when they took the Access test, all that flew out the window. Students were not writing their transition words we had read and written. Even their spacing was not there. It makes me wonder if I am using little resources to help them cement things.

Strategy	Uses for this Strategy (i.e. formative assessment, differentiation/ scaffolding of instruction and assessment)	Domain (Listening, Speaking, Reading, or Writing)	Integrated? (Does this incorporate more than one domain?)