**Task 1 Writing Organizers and Helpful Hints (Secondary Science Version)**

***Please note: The purpose of this writing organizer is to help you gather and organize your thoughts in preparation for writing your planning commentary. You will still need to write your answers in paragraph form in the official planning commentary template.***

**1. Central Focus**

1. **Describe the central focus and purpose for the content you will teach in the learning segment.**

Sentence starters:

The central focus of this learning segment is …

I am teaching this content because…

**b. Given the central focus, describe how the standards and learning objectives within your learning segment address the use of science concepts and the ability to apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon**.

Organize your response:

|  |  |  |
| --- | --- | --- |
| Standard/Learning Objective | Is it connected to science concepts, science practice, or developing evidence-based explanations? | How is it connected? |
|  |  |  |
|  |  |  |

1. **Explain how your plans build on each other to help students understand relationships between scientific concepts, scientific practices, and the phenomenon in the learning segment.**

Clarification: Explain how you will take students from the introduction of the concept to developing an evidence-based explanation or argument about the phenomenon.

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Concept/Skill | How addressed in  Lesson 1 | How addressed in  Lesson 2 | How addressed  in Lesson 3 |
|  |  |  |  |
|  |  |  |  |

**2. Knowledge of Students to Inform Teaching**

**For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.**

**Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students)**

**a. Prior learning, prerequisite skills, and understanding of the nature of science related to the central focus—What do students know, what can they do, and what are they learning to do?**

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Students | Related content already learned | Related skills students already have | What the students are learning to do related to the learning segment |
| Class as a whole |  |  |  |
| Students with IEPs |  |  |  |
| Students with 504 plans |  |  |  |
| Other groups of learners |  |  |  |

**b. Personal/cultural/community assets related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?**

Organize your response:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Students | Students’ everyday experiences related to the learning segment | Students cultural backgrounds related to the learning segment | Students’ practices related to the learning segment | Students’ interests related to the learning segment |
| Class as a whole |  |  |  |  |
| Students with IEPs |  |  |  |  |
| Students with 504 plans |  |  |  |  |
| Other groups of learners |  |  |  |  |

Notes: Stay positive – discuss your students’ assets

Keep the learning segment in mind – only discuss student assets related to the learning segment

**3. Supporting Students’ Science Learning**

1. **Explain how your understanding of your students’ prior learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.**

Organize your answer:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Chosen learning task or material (or adaptation of either) | Associated student learning or asset | Why did you make this choice? | What research supports this choice? | How does the research support this choice? |
|  |  |  |  |  |
|  |  |  |  |  |

1. **Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and groups of students with specific learning needs.**

Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge.

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Instructional/planned support | How is this tied to the learning objective? | Why is this appropriate for the whole class or what particular group of students is this designed for? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. **Describe common preconceptions (based on prior learning and experiences) within your central focus and how you will identify and address them.**

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Possible student preconception | How will you identify if students have this preconception? | How will you address it during instruction? |
|  |  |  |
|  |  |  |

**4. Supporting Science Development through Language**

1. **Language Function. From the list below, choose one language function essential for student learning within your central focus:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Analyze** | **Explain** | **Interpret** | **Justify with evidence** |

Sentence starter: “The language function essential for student learning within my central focus is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

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

Sentence starter: “The key learning task that gives student the opportunity to practice using the language function is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This task occurs on day \_\_\_\_\_\_\_\_\_\_ in lesson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

**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**

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

**- Syntax**

**- Discourse**

Consider the range of students’ understandings of the language function and other language demands—what do students already know, what are they struggling with, and/or what is new to them

Organizing your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Language demand | What do students already know? | What are they struggling with? | What is new to them? |
| Vocabulary |  |  |  |
| Symbols |  |  |  |
| Syntax |  |  |  |
| Discourse |  |  |  |

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

* **Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.**

Organizing your response:

|  |  |  |
| --- | --- | --- |
| Language demand | Language support planned | How does this language support help students use the language function? |
| Vocabulary and/or symbols |  |  |
| Syntax and/or discourse |  |  |

**5. Monitoring Student Learning**

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

1. **Describe how your planned formal and informal assessments will provide direct evidence of students’ understanding of science concepts and the phenomenon, the nature of science, and the application of scientific practices through inquiry throughout the learning segment.**

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment | Where does it occur in the learning segment? | What learning objective(s) does this assessment address? | How will this assessment provide evidence of student mastery of the learning objective(s)? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.**

Consider all students, including students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

Organize your response:

|  |  |  |
| --- | --- | --- |
| Description of assessment or assessment adaptations | The students(s) for whom the assessment was designed or adapted | How does this assessment allow this student(s) to demonstrate his/her learning? |
|  |  |  |
|  |  |  |
|  |  |  |