

Planning Commentary Directions: Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

1. Central Focus

- a. Describe the central focus and purpose for the language and content (subject matter) you will teach in the learning segment.

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- b. Given the central focus, describe how the ELPD standards, content standards, and learning objectives within your learning segment address students' development of **ELPD and content for all of the following that apply:**

- developing students' grammatical competence (vocabulary and structure)
- pragmatic competence (appropriate use of communication strategies)
- discourse competence (cohesion and coherence)
- metalinguistic competence (language learning strategies)

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- c. Explain how your plans **build on each other and make connections** between language competencies (listed above) and content to support students' English language development in at least one of the four modalities (speaking, listening, reading, and writing).

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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 English language learners in your class who may require different strategies/support, such as students with IEPs, Students with Interrupted Formal Education (SIFE), readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students.

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

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- 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?**

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3. Supporting Students' English Language and Content Learning

Respond to prompts 3a–b below. To support your explanations, refer to the instructional materials and lesson plans you have included as part of Task 1. **Use principles from research and/or theory relevant to ELL education to support your explanations.**

- a. Explain how your understanding of your students’ prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of language tasks and materials when planning to provide English language development within content-based instruction.

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- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs** including teaching ELPD through content.

Consider students with IEPs, Students with Interrupted Formal Education (SIFE), readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students.

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4. Supporting English Language Development in the Content Areas

- a. **Language Function.** Identify **one** language function essential for students to engage in the content-area learning 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	Persuade	Predict	Question	Retell	Summarize

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- 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.)

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

- Vocabulary or key phrases
- **Plus** at least one of the following:
 - grammatical competence (vocabulary and structure)
 - pragmatic competence (appropriate use of communication strategies)
 - discourse competence (cohesion and coherence)
 - metalinguistic competence (language learning strategies)

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?

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- d. **Language Supports**

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

- 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.

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5. Monitoring Student Development of English Language and Content

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

- a. Describe how your planned formal and informal assessments will provide direct evidence of students' development of English language proficiency within content-based instruction.

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- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their development of English language proficiency within content-based instruction.

Consider the variety of English language learners in your class who may require different strategies/support, such as students with IEPs, Students with Interrupted Formal Education (SIFE), readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students.

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