

Touro College

TESOL Graduate School of Education

EDDN 637: Second Language Learners and Content Areas

Professor Jasmin Cowin

Differentiated Instructional Activity Assignment with focus on assessment

Nicolette Parisi

November 1, 2023

Understanding by Design Unit Template

Grade: Second Grade Teacher: Nicolette Parisi	Subject: Writing	Title: Write about A Place you want to visit
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STAGE 1: DESIRED RESULTS

Unit Topic and Length: Writing a Descriptive Essay

Common Core Content Standards:

2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.

2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.

2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.

2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

2RF3e: Read all common high-frequency words by sight.

2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Big Ideas/Enduring Understandings:

Write about “A place you want to visit.”

This is the final lesson for this writing week in the module. This is the culminating lesson that ties together all of our learning when understanding how to create a descriptive essay.

Content:

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Sharing a Descriptive Essay

Skills:

- I can write about a place I want to visit.
- I can use describing words in my writing piece.
- I can use my thoughts to form a descriptive essay.
- I can identify details to create the central idea.
- I can add details to develop an informational text.
- I can use complete sentences.
- I can use punctuation, capitalization, and spelling correctly.

Vocabulary/Key Terms:

- Research
- Sources
- Subject
- Verb

(Understanding the words above will assist students in understanding how to form and write a descriptive essay.)

STAGE 2: ASSESSMENT EVIDENCE**Initial Assessment (if applicable):****Motivation:**

- Prior to starting this writing unit week, the students read and did a few picture walks/read-alouds identifying the scene and setting the story takes place in. This was used to prime their thoughts and allow them to understand different places in the world.

- Before publishing their writing piece, students could choose a place in the world they want to visit.
- The students gave the teacher a list of places as one charted them so that the students knew of all of the examples they could choose from.
- This led to vocabulary conversations that used descriptive words. The students were able to question and think about different temperatures, holidays, cultures, people, languages, schooling, living, etc.
- They were instructed to think of "A Place They Want To Visit." This planning of a descriptive essay included the idea of Predrafting, a writing piece, and looking up details using technology to add to our writing.

I do:

- The students will be in the meeting area as the teacher models finishing up their writing piece and rewriting it for publishing.
- The students will be reminded of how they chose a topic for their writing piece that they will publish today.
- The students will watch as the teacher models how to complete and finish the model writing piece.
- The teacher shows how one can go back to their work and look at their drafts to add or edit any changes to their official writing.
- The teacher models the importance of using facts and describing words. The goal is to make the reader understand why you want to visit this place.
- The teacher will continue referring to the learning intention: I can publish and share my descriptive essay.

Formative Assessment (if applicable):

We do:

- The students and the teacher will then refer back to their writing goals chart and make sure that the teacher and the students met the writing goals they constructed together before identifying their writing topic.
- The students use this as their success criteria checklist to go back and see what they need to add or edit.

Final Performance Task:

- **You do:**
- The students will then return to their seats and use their drafts to form their final descriptive writing piece.

- The students will be able to refer to what the teacher had done during the I do, and we do, and they will be able to make the connection to their descriptive writing piece.
- The students will make sure to refer back to their drafts.

Conclusion:

The students will be able to complete their published writing pieces and then share what they learned about the place they want to visit. They will be able to share and explain why they want to go here and what meaning it has for them.

STAGE 3: LEARNING ACTIVITIES

Learning Plan & Activities:

- “A Place You Want to Visit” is a great descriptive writing essay that brings a sense of culturally responsive ideas to the classroom while students complete it in differentiated ways tailored to their needs. This was a lesson that brought together conversations and communication among all of the students.

Resources:

- Smartboard
- Technology
- Learning intention and success criteria checklist table guide.
- Success criteria writing goal checklist
- Pre-drafting writing pieces
- Chart paper
- Markers
- Pencils
- Graphic organizer

Modified Lesson Plan:

Understanding by Design Unit Template

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STAGE 1: DESIRED RESULTS

Unit Topic and Length: Writing a Descriptive Essay

Common Core Content Standards:

2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.

2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.

2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.

2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

2RF3e: Read all common high-frequency words by sight.

2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings. 2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Big Ideas/Enduring Understandings:

Write about “A place you want to visit.”

This is the final lesson for this writing week in the module. This is the culminating lesson that ties together all of our learning when understanding how to create a descriptive essay.

Content:

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Sharing a Descriptive Essay
- Using Visuals and Pictures to explain their thoughts throughout each writing stage.

Skills:

- I can write about a place I want to visit.
- I can use describing words in my writing piece.
- I can use my thoughts to form a descriptive essay.
- I can identify details to create the central idea.
- I can add details to develop an informational text.
- I can use complete sentences.
- I can use punctuation, capitalization, and spelling correctly.
- I can use visuals to form my thoughts for my descriptive essay.
- I can use sentence starters to create ideas and sentences.
- I can use a vocabulary word box and sentence starters to form and describe my thoughts.

Vocabulary/Key Terms:

- Research
- Sources
- Subject
- Verb

(Understanding the words above will assist students in understanding how to form and write a descriptive essay.)

Initial Assessment (if applicable):

Motivation:

- Prior to starting this writing unit week, the students read and did a few picture walks/read-alouds identifying the scene and setting the story takes place in. This was used to prime their thoughts and allow them to understand different places in the world.
- Before publishing their writing piece, students could choose a place in the world they want to visit.
- The students gave the teacher a list of places as one charted them so that the students knew of all of the examples they could choose from.
- This led to vocabulary conversations that used descriptive words. The students were able to question and think about different temperatures, holidays, cultures, people, languages, schooling, living, etc.
- The teacher used visuals to show a little clip of what each place can look like or consist of.
- They were instructed to think of "A Place They Want To Visit." This planning of a descriptive essay included the idea of Predrafting, a writing piece, and looking up details using technology to add to our writing.
- Students were also able to use visuals such as graphic organizers to make self-to-text connections.

I do:

- The students will be in the meeting area as the teacher models finishing up their writing piece and rewriting it for publishing.
- The students will be reminded of how they chose a topic for their writing piece that they will publish today.
- The students will watch as the teacher models how to complete and finish the model writing piece.
- The teacher shows how one can go back to their work and look at their drafts to add or edit any changes to their official writing.
- The teacher models the importance of using facts and describing words. The goal is to make the reader understand why you want to visit this place.
- The teacher then shows how students can look at their graphic organizers and the visuals to see if any information is missing.
- The teacher will continue referring to the learning intention: I can publish and share my descriptive essay.

Formative Assessment (if applicable):

We do:

- The students and the teacher will then refer back to their writing goals chart and make sure that the teacher and the students met the writing goals they constructed together before identifying their writing topic.
- Differentiated for ELLS: students' success criteria checklist has visuals that represent a checklist and they are labeled with images and straight-to-the-point words and phrases so they can make the connection from the visual to the picture.
- The students use this as their success criteria checklist to go back and see what they need to add or edit.

Final Performance Task:

- **You do:**
- The students will then return to their seats and use their drafts to form their final descriptive writing piece.
- The students will be able to refer to what the teacher had done during the I do, and we do, and they will be able to make the connection to their descriptive writing piece.
- The students will make sure to refer back to their drafts.
- The ELL students will be able to use their differentiated writing guides where there is a vocabulary word box or sentence starters to form an understanding of adding or editing details in their descriptive essay.

Conclusion:

The students will be able to complete their published writing pieces and then share what they learned about the place they want to visit. They will be able to share and explain why they want to go here and what meaning it has for them.

Differentiated Learning and Scaffolded Instruction:

Group 1: These students will focus on using their writing pieces and rewriting, adding or editing material listed in their essay. Students can use a success criteria writing goal checklist with sentences to check off to build upon their understanding of writing a descriptive essay.

Group 2: These students will focus on using the words from their graphic organizer to add in any details to their writing piece. Students will be able to use sentence starters. Students can use a success criteria writing goal checklist with bolded words in sentences to check off to build upon their understanding of writing a descriptive essay.

Group 3: These students will focus on observing the visuals they drew on their graphic organizers to add to their final writing piece. Students will be able to use vocabulary and sentence starters. Students can use a success criteria writing goal checklist with bolded words in sentences and visuals to match the words to check off to build upon their understanding of writing a descriptive essay.

STAGE 3: LEARNING ACTIVITIES

Learning Plan & Activities:

- “A Place You Want to Visit” is a great descriptive writing essay that brings a sense of culturally responsive ideas to the classroom while students complete it in differentiated ways tailored to their needs. This was a lesson that brought together conversations and communication among all of the students.

Resources:

- Smartboard
- Technology
- Learning intention and success criteria checklist table guide.
- Success criteria writing goal checklist
- Success criteria writing goal checklist with bolded words.
- Success criteria writing goal checklist with bolded words and visuals
- Pre-drafting writing pieces
- Chart paper
- Markers
- Pencils
- Graphic organizer #1
- Graphic Organizer #2

Sentence starters:

I want to visit _____ because _____.

I know this about _____ because _____.

The place I am writing about has _____, _____, and _____.

Vocabulary: (Visuals were projected on the smartboard for vocabulary words.)

-Holidays

-cultures

-celebrate

- hot

- cold

- food

- restaurants

- schools

-beach

- snow

-clothing

-visit.

Success Criteria Writing Goal Checklist Group 1

Success Criteria Writing Goal Checklist:

_____ I added describing words to my writing.

_____ I explained why I want to visit this place.

_____ I used facts from technology and facts from books to create a descriptive essay with informational text ideas.

Success Criteria Writing Goal Checklist Group 2

Success Criteria Writing Goal Checklist:

_____ I added **describing words** to my writing.

_____ I explained **why I want to visit this place**.

_____ I used **facts from technology and facts from books** to create a descriptive essay with informational text ideas.

Success Criteria Writing Goal Checklist Group 3

Success Criteria Writing Goal Checklist:

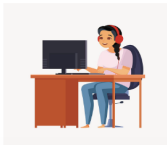
_____ I added **describing words** to my writing.



_____ I explained **why I want to visit this place**.



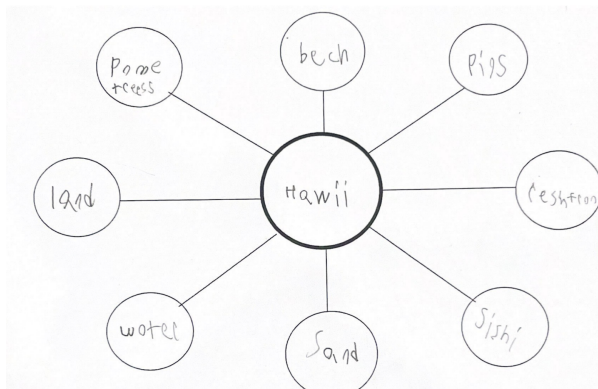
_____ I used **facts from technology and facts from books** to create a descriptive essay with informational text ideas.



Group 1 Work Samples:

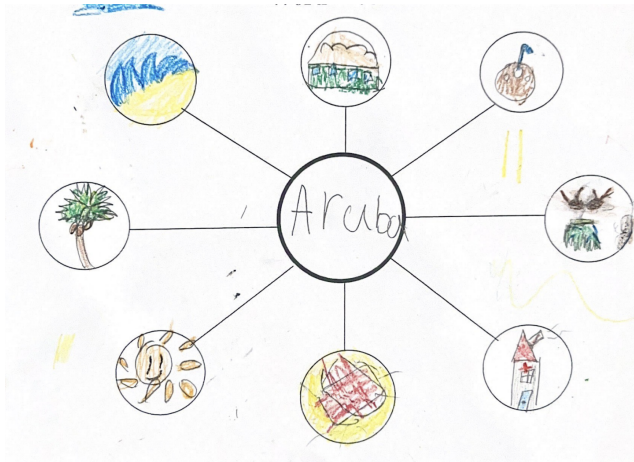
I would like to visit Dubai because
I want to see the beautiful
want and I want to know
which holidays do they celebrate
I want to lay and sleep on
the comfortable bed but first I
want to know is the bed and
the blanket is so so comfortable
and I want to know how the
food is it good or bad and
I want to know is that
country good or so so bad. The end

Group 2 Work Samples:



I want to visit Hawaii
because I want to jump in
pools every day. I want to
see how the food is and the
food because it looks so delicious.
And I want to see how
people dress. And I want
to see if the pome pears
have wotel. And if there is
a beach. And I want
to play with my friends
in the mini pool and my bath.

Group 3 Work Samples:



I want to visit
Aruba because if
they have pom
trees and clothing
and so if it is sunny

As I created my lesson plan, I included components to make my English Language Learners successful. During this lesson, the students were publishing their final writing piece. This writing piece focused on a place they would like to visit in the world. This activity was fun and engaging for the students, which kept their attention. The students were prompted to choose a place they would like to visit and why they chose it. When determining the writing piece, I wanted to include something all my students could relate to. This discussion prompted a student voice and conversation in my classroom. The students were having in-depth conversations about places they would like to go. This led to a conversation about different descriptive words to describe other places.

As I created this lesson, I had to implement various scaffolds to meet my ENL learner's needs. To meet the needs, students had to complete these stages, which are Prewriting, Drafting, Revising, Elaboration, Editing, Publishing, Sharing, and Using Visuals and Pictures to explain their thoughts throughout each writing stage. (Curriculum used) Students learn in different ways. All learners will be able to adapt to their own understanding by completing and working on their own unique work. As stated in *HOW TO Differentiate Instruction IN Mixed-Ability Classrooms 2ND EDITION Classrooms 2nd Edition by Carol Ann Tomlinson - Ruta Maestra*, "Differentiated instruction is "ORGANIC." In a differentiated classroom, teaching is evolutionary. Students and teachers are learners together. While teachers may know more about the subject matter at hand, they are continuously learning about how their students learn. Ongoing collaboration with students is necessary to refine the learning opportunities so they're effective for each student. Differentiated instruction is dynamic: Teachers monitor the match between learner and learning and make adjustments as warranted. And while teachers are aware that sometimes the learner/learning match is less than ideal, they also understand that they can

continually make adjustments. Differentiated instruction often results in more effective matches than does the mode of teaching that insists that one assignment serves all learners well.”

(Tomlinson, 2020) Learners learn at different paces, times, and through other instructional materials. This is what allows them to make the connection to the learning intention and standard expected to be mastered by the end of the lesson.

Group one produced a writing piece over time by going through the content stages listed above. They could work independently and use their drafts to complete their published piece. Group one checked for understanding using the success criteria writing goal checklist with just sentences. The first component I added when scaffolding was graphics organizers with words. As stated in the text *Making content comprehensible for English language learners: The SIOP model* (5th ed.), “Graphic organizers help students identify key content concepts and make relationships among them (McLaughlin & Allen, 2009). They also provide students with visual clues they can use to supplement written or spoken words that may be hard to understand.

- When used *before reading*, graphic organizers can build background for complex or dense text.
- When used *concurrently with reading*, they focus students’ attention and act as a guide to the information. They help students make connections (e.g., a Venn diagram can elicit comparisons), take notes, and understand the text structure (e.g., a timeline informs students the text will be organized chronologically).
- When used *after reading*, graphic organizers can be employed to record key content information or personal understandings and responses (Buehl, 2009).

Graphic organizers include story or text structure charts, Venn diagrams, story or text maps, timelines, discussion webs, word webs, thinking maps, and flow charts. Vogt and Echevarría

(2008) include a number of templates for these graphic organizers.” (Echevarria, J., Vogt, M., & Short, D. J. (2016)) Group two used graphic organizers as a pre-drafting piece, allowing the students to understand what main ideas they wanted to focus on while also assisted by sentence starters. These students needed assistance with understanding the format of writing. They used their graphic organizer to add information to their writing piece by using sentence starters to align with what is expected from the objectives. Group two was able to check for their understanding by using a success criteria writing checklist that had certain words bolded so they knew what to focus on for understanding. Group three formed an understanding of writing a descriptive essay by using a graphic organizer to draw visuals of things they expect to be at the place they want to write about. They could use the vocabulary and sentence starters to prompt ideas for their final writing piece.

When looking at the standards used in this essay, it is rewarding as an educator to see the differentiated ideas and scaffolded materials that culminate the lesson and bring each student to the same understanding. The goal of relating lessons to standards is to allow all students to be proficient and master the learning task while completing the lesson tailored to their significant needs and understandings. As stated in the online article *Reconcilable Differences? Standards-Based Teaching and Differentiation*, “Choose any standard. Differentiation suggests that you can challenge all learners by providing materials and tasks on the standard at varied levels of difficulty, with varying degrees of scaffolding, through multiple instructional groups, and with time variations. Further, differentiation suggests that teachers can craft lessons in ways that tap into multiple student interests to promote heightened learner interest in the standard. Teachers can encourage student success by varying ways in which students work: alone or collaboratively, in auditory or visual modes, or through practical or creative means.” (Tomlinson,

2000) Scaffolding and differentiation allow students to meet their expectations so that they will feel confident and engaged at all times. Creating intriguing lessons that involve students' interests while differentiating allows students to want to learn because they know they will be able to meet the expectations for the lesson.

References:

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