

Student Work Analysis
 Analysis of Instruction and Student Work
 EMC ENL (video)

Accomplished Response	Lacking Evidence	What's the Difference
<p>Normally I allow the person being helped to choose a student to help them, because the action of choice empowers the student being helped. While I had not planned to work on spelling in this lesson, I took the teachable moment to point out that the – <i>ie</i> in <i>die</i> changed to a <i>y</i> before adding the ending. Lázaro also connected – <i>ing</i> to Ingrid's name. When he forgot to write the final “g” in <i>dying</i> I called his attention to it. I repeated the suffix and emphasized the <i>g</i>. Since he had mentioned – <i>ing</i> I knew he was capable of correcting the omission.</p> <p>I consciously used the phrase “endangered animals” so students would begin to connect the idea of endangerment to rare animals they knew. I knew that Karina, the girl with short hair, made a general connection when she gave her contribution to the web, “Animals are endangered.” It was significant that she spoke up because Karina is still very self-conscious about her English. At the beginning of the year, she almost always responded in Spanish and asked me to translate what I said for her. This was an important sign of Karina's progress as a language learner.</p> <p>I next called on Eric, because he had listened well after the earlier reminder. During the lesson, I heard him say, “all the animals are endangered.” I wanted to avoid the possible misconception that the majority of animals are endangered, so I posed the question to the class: “Are <i>all</i> animals endangered, or just <i>some</i> of them?” I did this to assess what the students believed about endangered animals at this point. Most of the students said “some,” so I continued.</p> <p>When I asked Eric to name specific animals I noticed that he was looking at the books at the front of the room for ideas, as I had hoped the students would, and I highlighted this connecting behavior so that others would do the same. When Ingrid asked, “Why are the whales endangered?” I said, “There are some clues in the poem that tell us why the whales are endangered,” because I wanted to remind students of the poem to help them make connections between it and the web they were constructing. I wanted to uncover a little more information to make sure students clearly understood “endangered.” Several students did not seem clear on the subject, so I wanted to get more ideas out for them to build on in their own webs.</p> <p>I began to substitute endangered “species” for “animals” because the students had demonstrated understanding of endangerment and because that is how they are most often referred to in texts, including <i>Where Have All the Pandas Gone?</i> When Miguel, in the back corner of the room, said that mammals are endangered, I asked for a more</p>	<p>Normally I allow the person being helped to choose a student to help them, I pointed out that the – <i>ie</i> in <i>die</i> changed to a <i>y</i> before adding the ending. Lázaro also connected – <i>ing</i> to Ingrid's name. When he forgot to write the final “g” in <i>dying</i> I called his attention to it.</p> <p>I said “endangered animals” so students would begin to connect the idea of endangerment to rare animals they knew. I knew that Karina, the girl with short hair, made a general connection when she gave her contribution to the web. This was an important sign of Karina's progress as a language learner.</p> <p>I next called on Eric, because he had listened well after the earlier reminder. During the lesson, I heard him say, “all the animals are endangered.” I posed the question to the class: “Are <i>all</i> animals endangered, or just <i>some</i> of them?” Most of the students said “some,” so I continued.</p> <p>When I asked Eric to name specific animals I noticed that he was looking at the books at the front of the room for ideas. When Ingrid asked, “Why are the whales endangered?” I referred to the poem. I wanted to uncover a little more information to make sure students clearly understood “endangered.” Several students did not seem clear on the subject, so I wanted to get more ideas out for them to build on in their own webs.</p> <p>I began to substitute endangered “species” for “animals.” When Miguel, in the back corner of</p>	

specific answer. “What kinds of mammals are endangered?” I noticed that he looked at the book covers for ideas. I thought he said “panthers,” and began to describe them but he corrected me. I realized later that when he said “pandas” the *d* sound came out as a *th*, as in common with native Spanish speakers. I made a point of acknowledging my mistake because I want my students to realize that is normal and acceptable to make mistakes, even in one’s 1st language.

A few students didn’t know what pandas were, so I provided scaffolding by describing their appearance. I chose Vanessa to display the book because she rarely offers comments during a class discussion, and this gave her a chance to participate in a nonverbal way. When I read the title of the book, *Where Have All the Pandas Gone?: A book about endangered species*, a student asked, “What does [endangered] mean?” and I realized there were students who still did not fully understand. I gave them a definition, “It means there aren’t many left,” to present the information in a different way. I knew the students had made more connections when many students nodded their heads or said, “Oh!” While Miguel wrote his comment on the overhead, I showed the class sections of the book and we discussed the animals pictured. This strategy activated students’ prior knowledge and prepared them to make comments and ask questions. It also helped students understand that animals besides whales are endangered. The book was an effective scaffolding tool because some of its text and illustrations built on the students’ prior knowledge of whales. I began to read the excerpt about whaling and then stopped to ask for students’ predictions because I wanted them to get the full impact of the number of whales killed.

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