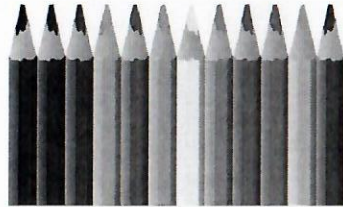


**Educating the  
Youth One  
Lesson At a Time**

**Created by:** [REDACTED]

# Student Introduction



Greetings esteemed professors!  
My name is **Alexis Owen** and I  
am a candidate for graduation  
this Spring 2023.

I am currently employed and interning  
at **[REDACTED]**'s Elementary school  
under the mentorship of literacy  
specialist, **[REDACTED]**.

This is my *second year* teaching and my  
second year as a third grade teacher in  
NC Public schools.

I aspire to become an assistant principal  
within the next 4 years, obtain my  
doctoral degree by Spring 2028,  
become a principal promptly after, and  
retire as a professor at my Alma Mater,  
Bennett College for Women.

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# Planning for Instruction



## What did I do to prepare?

- ❑ In order to prepare to create lesson plans for the learning segment, I chose to first: **research the standard. ALL Lessons are based on North Carolina Common Core State Goals**
- ❑ Next, I gathered my unpacking document on how the standard should be taught and found what genre would help support the comprehension of the standard.
- ❑ Then, I began planning my lesson around the text and resources needed to bring the standard to life, such as: graphic organizers, slideshows, text features, and highlighting the text structure.

**Standard:** RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

## How the lesson is appropriate for my students and content taught?

- ❑ The three lessons within the learning segment build on one another by first introducing the text, identifying the characters feelings and point of view, and then having students formulate their own perspective/point of view based on their rereading of the text after knowing the narrator's and characters point of view.
- ❑ This particular method and pace allowed me to build up to the actual goal of the standard(RL.3.6) and keep all students engaged, including students with specific accommodations.

# Planning for Instruction cont'd

## Data Used to Determine Instructional Strategies, Learning tasks, and assessments chosen for the lesson?

- iReady Diagnostics (Summative for quarterly goals and taught standards)
- mClass progress monitoring (Reading Screener)
- NC Check-In Scores (Two have been taken at this point)
- STAR Assessment (reading fluency, vocabulary acquisition, literacy skills)



# Planning for Instruction Cont'd

- Prerequisites:** Students are reintroduced to what a point of view is and how you can identify a character's point of view
- Unfamiliar Vocabulary** is taught prior to reading the text and then highlighted and reviewed in the context of the story.
- Instructional Strategies for Struggling readers:** Student-led socratic seminars, Collaboration, Read-alouds, Chunking of the text, Whole group instruction, Differentiated question stems.

## Goals for students:

1. Identify the meaning of unfamiliar vocabulary in the text using context clues
2. Determine the characters POV
3. Establish their own POV from that of the narrator's or characters.



**ELEMENTS OF Realistic Fiction**

Name: \_\_\_\_\_

<b>Characters</b>	
<ul style="list-style-type: none"> <li>• Who are the characters?</li> <li>• What makes them realistic?</li> </ul>	
<b>Setting</b>	
<ul style="list-style-type: none"> <li>• What is the setting?</li> <li>• Is it made-up or real?</li> <li>• What makes it realistic?</li> </ul>	
<b>Plot</b>	
<ul style="list-style-type: none"> <li>• What is the character's problem or goal?</li> <li>• What steps are taken to solve the problem or meet the goal?</li> <li>• What makes it realistic?</li> </ul>	
<b>Theme</b>	
<ul style="list-style-type: none"> <li>• What do you realize about your own life when reading this story?</li> <li>• Does the story teach a lesson?</li> </ul>	

**Point of View**  
(Concept Poster)

*Point of View is a way of looking at something. It is a way of telling a person's side of the story.*

	Classic Cinderella's Point of View	Stepmother's Point of View in this story
Who should clean the house?		
What kind of person is Cinderella?		
What kind of person is Stepmother?		
Should Cinderella be allowed to go to the ball? Why or why not?		

## Assessments

- Exit Tickets on the Genre and POV
- Classwork and homework (Informal)
- For students with accommodations, graphic organizers were provided and allowed to be used on the summative assessment.

# High Impact Teaching



What did I do to provide High Impact teaching?

- A. Create clear expectations for respect from students and respect that they deserve from me.
- B. Clear goals and objectives.
- C. Bridge to Practice for content daily.
- D. Real world examples
- E. Entertaining text
- F. Read alouds- EVERY voice is heard
- G. Reteaching when there's a disconnect
- H. Never being afraid to teach above the expectation

# Assessment & Data Driven Decision Making

- ❑ To collect data on student progress, I used the notecard exit tickets that elicited responses from students regarding their comprehension of the genre, standard and more specifically their learning experience that day.

Example: *“What are the features of realistic fiction presented throughout our literature anthology that helped you determine the genre of the text?”*

- ❑ After reviewing the data, I was able to construct activators and reviews of the previous lesson which addressed the common area of deficit amongst the students in the previous lesson.

Example: *Students would be given a drag and drop digital assignment where they'd have to match the features of realistic fiction to the genre. All the answer choices were features of genres already previously taught this school year. The correct answer choices would be the features discussed in the lesson yesterday.*

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On Grade Level	Approaching Grade Level	Below Grade Level
<del>Brower</del> 5/5	<del>Romero</del> 3/5	<del>Michael</del> 1/5
<del>Duenes</del> 4/5	<del>McKeithen</del> 3/5	<del>Walker</del> 1/5
<del>Lees</del> 5/5	<del>Leach</del> 3/5	<del>Olvera</del> 2/5
<del>Lynch</del> 5/5	<del>VonEdwins</del> 3/5	
<del>Gallier</del> 4/5	<del>Oshea</del> 3/5	
<del>Rodriguez</del> 5/5	<del>Geist</del> 3/5	

3 students were absent// were not able to take the assessment.

Question students missed the most.

1. Multiple-choice ⌚ 30 seconds Ⓞ 1 point

Which problem are you most likely to find as the plot for a realistic fiction story?

A boy finds out he is a wizard.  A family faces hard times living on the moon.

A girl tries to be the best goalie on the team.  George Washington has trouble making friends.

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2. Multiple-choice ⌚ 30 seconds Ⓞ 1 point

Genre means:

A type or kind of ketchup.   $3 \times 3 = 9$

Book  A type or kind of book.

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3. Multiple-choice ⌚ 30 seconds Ⓞ 1 point

Which character could not be in a realistic fiction book?

A unicorn  Someone's mom

A bully  A lid who climbs mountains

# Assessment & Data Driven Decision Making

- ❑ To provide meaningful **feedback** to my students, I chose to debrief in a small group setting for a more clandestine approach. In this meeting, I would discuss the area I observed them struggling in, ask if they agree on whether or not this is an area where they need extra help and then we'd collaborate as a team on what they believe and I believe could better help them.
  - ❑ After reviewing the evidence from one lesson, I revamped the next lesson based on students highest area of need. For an example, a group of students had trouble differentiating between authors POV and Narrators POV. Before beginning the next lesson the two POV's were compared and contrasted in a Venn diagram as a lesson activator.
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# Reflective Practitioner

Data reflection and collection was used to create **ability tracking** small groups and better assist students based off their individual needs outside of the small group setting.

**Teaching Style differentiating** was also a major component in creating understanding in my classroom. Students learning styles were integrated in the instructional methods used. For an example, for the visual learners we used graphic organizers and anchor charts. For the auditory learners, I lectured and referred explicitly to the text for questions and answers. For my kinesthetic learners, they were allowed to stand and read aloud while acting out the scenes in the book, rotating characters.

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# Conclusion

- ❑ If I had to redo the capstone project, I would have chosen the lower grades to work with for a better understanding of the science of reading.
  - ❑ I experienced many successes with networking opportunities, student growth on standardized assessments, and collaborating with co-teachers.
  - ❑ My view of teaching has changed as far as finances and brain power. I did not feel as equipped to teach, graduating in the middle of a pandemic but this experience has allowed me the resources and feedback to better my teaching skills and strategies. Financially, teachers are underpaid for the amount of work we do.
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