# TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (**no more than** 6 **single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

## Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

[ ]

## **Promoting a Positive Learning Environment**

Refer to scenes in the video clips where you provided a positive learning environment.

1. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, andchallenge students to engage in learning?

[ ]

## **Engaging Students in Learning**

Refer to examples from the video clips in your responses to the prompts.

1. Explain how your instruction engaged students in developing an essential literacy strategy and related skills.

[ ]

1. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

[ ]

## **Deepening Student Learning during Instruction**

Refer to examples from the video clips in your explanations.

1. Explain how you **elicited and built on student responses** to promote thinking and apply the essential literacy strategy using related skills to comprehend **OR** compose text.

[ ]

1. Explain how you modeled the essential literacy strategy **AND** supported students as they practiced or applied the strategy to comprehend **OR** compose text in a meaningful context.

[ ]

## Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support, such as students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[ ]

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning **AND** principles from theory and/or research.

[ ]