Field Experience Requirements  
  
 I currently work with two English Language Learners (ELL) and they are named Bob and Sue.  Both Bob and Sue are seven years old in the first grade.  These two students were both referred for gifted testing.  After the completion of testing Bob qualified for gifted services, but Sue did not qualify due to her creativity and mental ability scores.  Even though Sue does not qualify for gifted services at this time, my school offers several gifted and accelerated learning models.  The gifted models that my school offers are: cluster, collaborative, advanced content reading and math, and the traditional resource model.  I have the opportunity to work with both of these students in my advanced content reading and math class.  Our advanced content classes are offered to both our students that qualify for gifted services as well as our high achieving students.  I am able to work with both students for two fifty minute segments on Mondays, Tuesday's, and Thursday's.

I recently pulled their World-Class Instructional Design Assessment (WIDA) scores and both students have excellent scores.  I'm sure that if they continue on this path that they will soon be exiting the ESL program at school.  Both students are extremely bright, hardworking, and very inquisitive about the world around them.  I reviewed their reports with our ESL teacher to make sure that I fully understood these reports.  While going over this document I noticed that both students are doing really well in the areas of mathematics and reading.  The area that is a concern still lies with language and communication. Both students have a firm grasp on the social language, but sometimes they struggle with the academic language.

As both students are very bright, they both have differences when it comes to acquiring the English language. Bob can be described as an introverted learner. He does not enjoy socializing or working in cooperative groups. In fact Bob does not verbally share his thoughts and ideas unless he is asked or prodded. Sue is the exact opposite of Bob. She enjoys working independently as well as in cooperative groups. She eagerly shares her thoughts and ideas freely with her classmates and teachers. She also seeks out to understand problems when she is unsure and she accepts criticism well. I continued to work with Bob and Sue during the weeks of March 28th through April 8th. The students advanced content reading time is from 10:50am to 11:40am. Since both students still needed assistance with the English language I focused my ELL observation during their reading time.

After reviewing the students WIDA scores I wanted to make sure that I was focusing my efforts on their speaking and writing skills. Currently in our guided reading groups we are reading the Magic Treehouse series *High Time for Heroes* by Mary Pope Osborne. I get a chance to read with my guided reading groups daily. During this time we are reviewing the story elements, vocabulary, characterization, along with reading fluency. My guided reading groups have between four to five students in each one. As we’re reading through the story, the students are able to use their prior knowledge to connect to the text. Also, we are using our tables to visually show unfamiliar words. For example, the word hazy was in our story, so we looked up the word as well as looked for pictures of a hazy day. Along with our guided reading, students use their reading response journals to share what has happened in our story so far or answer comprehension and inferencing questions along with an illustration.

Along with our guided reading groups we are also researching famous heroes. Some of the heroes that the students are researching are Martin Luther King, Jr., Florence Nightingale, Ghandi, Susan B. Anthony, and Harriet Tubman. The students will be using their graphic organizer to collect their facts to create their hero mobile to hang in our classroom along with their research report. The ELL-specific resources that I used with Bob and Sue included: small reading groups, verbal representations for new vocabulary, and graphic organizers.

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| **Objective** | **Assessment** | **Was the objective met?**  **Evidence of student learning** |
| The student will read age appropriate materials aloud with fluency and accuracy while understanding the purpose of reading. | During guided reading, I will observe and ask questions while checking for comprehension and reading fluency. Please see the most recent copy of their running reading record. | Yes, both Bob and Sue are reading above the first grade reading level. When Sue encounters a word that she is unfamiliar with she uses the pictures and word chinking to try and decode the word. Bob struggles with adding expression to his reading. |
| The student will communicate in writing, using journals, stories, or reports. | I will review the student’s reading response journals to check for comprehension and understanding of our reading selection. Please see the sample journal writings. | Yes and no. Sue does really well communicating in writing. I am continuing to encourage her to add more details to her writing. Bob struggles with staying on task and completing his response journal. He greatly benefits from including a graphic organizer to help him with his written work. |
| The student will ask and respond to topic oriented questions while participating in group discussions. | I will observe and have interactions with both Bob and Sue while they are working. | Yes, I observed both students interacting with their peers. During these observations Sue continues to be open and engaging with others. During one of our reading times, I asked Bob if he still had questions. It was very frustrating for him to admit that there were areas that he still needed help with. |