

# ELA UNIT 4, ASSIGNMENT 5

## ANALYSIS OF GUIDED READING LESSON: EVA'S CLOUD

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

**What was your intended student learning?**

The learner will read and respond to literature and analyze story elements: beginning, middle, and end.

**Did students reach the intended student learning? How do you know?**

Yes. Students were able to read each section and contribute to the group's graphic organizer. Students also added information to the organizer and used it to retell the story orally and in writing as a group. Additionally, students are using this skill in the Writing Workshop when they write narratives. Further reading and writing conferences will determine which students need additional instruction in these elements of fiction.

**How did your language objective support the intended student learning?**

Students learned to use the sequence phrases both for retelling the story and for explaining the water cycle. It made more sense to them when they used simple present tense for water cycle ("a cloud forms") and simple past when retelling the story beginning, middle, and end ("Then Eva went...").

**Questions**

**What is your evidence?**

**How did your book selection work for students?**

This text was challenging.

Students had difficulty with the pronunciation of words. Students also needed additional support with personification (cloud as alive).

**What ELL supports were effective for students?**

The most effective was the chart, which showed the cycles of water. The story line would have made no sense otherwise.

Another support was the picture walk and the oral discussion where students described the illustrations.

The graphic organizer helped identify the sequence of events.

We had to refer to the chart several times. Students had a visual aid they could follow as the story unfolded. The description of the illustrations gave students an opportunity to use some of the vocabulary that would later be presented in the story. It also helped them identify an unusual element: the 'talking cloud.' Last, students used the graphic organizer as a visual guide for their retell.

**What difficulties did students have?**

A few students needed additional support with the sequence of the story.

The story is long. The graphic organizer helped identify details and sequence.

**What might you do differently in your next guided reading lesson with this group, based on your reflection on this lesson?**

In addition to a picture walk, I would introduce the concept of personification more clearly or directly. Perhaps, I would have additional examples of personification.

**How does guided reading support ELLs move forward in their literacy and language development?**

In *Reading, Writing, and Learning in ESL*, Peregoy and Boyle (2005) state that guided reading is a powerful tool because it provides frequent opportunities for students to read challenging material in small groups with the support and guidance of the teacher. The authors continue to say that it provides a scaffolding routine, a predictable routine with which students become comfortable and secure (page 11). Providing a secure environment is a key component of successful second-language learning. Additionally, guided reading provides an opportunity to reinforce language structures introduced in shared reading or the Skills Block, and it provides the medium for students to develop oral language proficiency through accountable talk.