Elementary Literacy Context for Learning Information
Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching
1. In what type of school do you teach?
   - Elementary school: X
   - Middle school:
   - Other (please describe):
     - Urban:
     - Suburban: X
     - Rural:

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
   Classroom consists of 23 students, 2 of those students have an IEP. There is a 1:1 aide in the classroom that assists the students with the IEPs. There is one ESL student, but so services are provided. He appears to be pretty fluent in English as he has been used as a translator for a 5th grade student that has the same first language (Lithuanian).

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.
   Use of the Journeys basal reading series is required. Optional read alouds are allowed to supplement the story. Not too much homework is assigned to students. Tests and quizzes are given for spelling. Assessment is completed through classwork. Most assignments are completed in class.

About the Class Featured in This Assessment
1. How much time is devoted each day to literacy instruction in your classroom?
   - There is a daily 90 minute literacy block. In addition to the literacy block in the classroom, students also attend a literacy class instructed by the school librarian two days a week.

2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.
   While student teaching, students participated in Measures of Academic Performance (MAP) testing for literacy and mathematics. Students will eventually be instructed and grouped according to those scores and the teacher’s individual assessment based on what has been displayed in the classroom. Students were not grouped when I did my learning segment because not all of the scores were in. Students were still being grouped using the scores from the previous year’s MAP scores. According to last year’s MAP scores, students range from the 99th percentile to the 4th percentile, with a majority of the students falling in the 40th – 70th percentile ranges.
3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication. 

_Violet’s Music, a story in Journeys by Houghton Mifflin Harcourt, 2011_

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

_Other texts: The Remarkable Farkle McBride by John Lithgow and The Three Little Pigs. I will also use the computer, PowerPoint, and overhead projector._
About the Students in the Class Featured in This Assessment

1. Grade level(s): second

2. Number of
   - students in the class __23__
   - males __11__ females __12__

3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your literacy instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need. Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.

   English language learners
   Gifted students needing greater support or challenge
   Students with Individualized Education Programs (IEPs) or 504 plans
   Struggling readers
   Underperforming students or those with gaps in academic knowledge

<table>
<thead>
<tr>
<th>Learning Needs Category</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, and/or Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL/ESL</td>
<td>1</td>
<td>No services provided</td>
</tr>
<tr>
<td>Struggling readers</td>
<td>7</td>
<td>3 students are receive RTI services. The teacher works independently with the other 4 students.</td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>2</td>
<td>Diagnosis: developmentally delayed and severe learning disability. Both of these students receive RTI and other services by the special education teacher. 1 student is assigned a 1:1 aide. The 2 students sit next to each other in class and receive help from the 1:1 aide. Classroom teacher also provided 1:1 assistance during independent work.</td>
</tr>
<tr>
<td>Speech Impediments</td>
<td>1</td>
<td>No services provided</td>
</tr>
</tbody>
</table>