TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. **Central Focus**

    a. Describe the central focus and purpose for the content you will teach in this learning segment.

[The central focus of this learning segment is for students to be able to make inferences and identify the evidence that those inferences are based on in order to better understand the complex text features of character and author's point of view. They will make inferences based on evidence in film, pictures, and both fiction and nonfiction texts. These two skills, which are listed in the Common Core Standards, will help support students' abilities to analyze how particular incidents in the novel *Stargirl* reveal aspects of Stargirl's character (CCS for R.L.1.) and determine Nicholas Kristof's point of view or tone in the nonfiction article "What Could You Live Without?" (CCS for R.I.T.6). Furthermore, I aim to make the process of inferring more explicit so that students understand how to combine their personal knowledge and textual evidence to make inferences which can help them analyze texts. This learning segment will focus on the following conceptual understandings: citing relevant textual evidence, point of view/tone, transitions, and the writing process. By teaching students to use inferences effectively, they will be able to better understand how to delve beyond the literal meaning of a text and look at what is being implied. Finally, this learning segment is part of a larger unit on the novel *Stargirl* and as a result it will help students better understand Stargirl's character and break down misconceptions about her being weird and unrelatable.]

    b. Provide the title, author (or, if a film, the director), and a short description (about a paragraph in length) of salient features of the text(s) that a reviewer of your evidence, who is unfamiliar with the text(s), needs to know in order to understand your instruction. If there is more than one text, indicate the lesson(s) where each text will be the focus.

> Consider including the following in your description: genre, text structure, theme, plot, imagery, or linguistic features, depending on the central focus of your learning segment.

[Students will be engaging with the following film and texts over the course of this learning segment: "For the Birds", *Stargirl*, and "What Could You Live Without?" In lesson 1, students will watch the short Pixar film "For the Birds", which is directed by Ralph Eggleston. The film is a short cartoon that contains no dialogue and as a result the audience must infer what the birds are saying and explanations for their actions. In the film, a group of small birds gesticulate in response to a larger bird trying to join them on a telephone wire. The film ends with the small birds forcing the larger bird off the wire and, as a result, being propelled into the air. *Stargirl* is a coming of age novel by Jerry Spinelli and it is the main complex text students have been working with in the unit that this learning segment is a part of. Students will be using this text primarily in lesson 2 but they will also reference it in lessons 3 and 4. Spinelli's text is told from the first person point of view of the narrator, Leo, and it documents Leo's fascination and eventual relationship with an extraordinary, nonconformist named Stargirl. Spenelli characterizes Stargirl as someone who constantly puts the needs of others before her own. The point of view of the novel is important in this learning segment because, at this point in the unit, Stargirl is still an unheard from character. She has yet to form a significant relationship with Leo and as a result we are only able to infer her motivations, feelings, and thoughts. At this point in the novel, most students think Stargirl is strange and unbothered by all of the terrible things that the students at her high school do to her. This is not the case and by making inferences about

these events, students will be able to better understand this character and develop more empathy for her. This is important because it will help them understand the novel's theme, which is differences should be celebrated, not ridiculed. This novel is relevant to my 8th grade students because it explores issues such as peer pressure and conformity. In lesson 3, students will read the nonfiction New York Times article "What Could You Live Without?" by Nicholas Kristof. This op-ed piece tells the tale of the Salwen family who opted to sell their luxurious home, give half of the proceeds to charity, and downsize to a smaller home. The end point is everyone, no matter how modest their assets, has their "half" to give or spare. Written in a typical newspaper style, Kristof does not directly come forth with his opinions of the Salwen family and their extreme charity. Rather, he implies that he feels positively about their actions. He does so through his positive word choice and the fact that he highlights quotes from the family as opposed to those people that think the Salwens are sanctimonious showoffs. Kristof's article is structured in the typical newspaper fashion of an inverted pyramid. As a result, it is not structurally complex; however, the article does contain high level vocabulary words that increase its complexity. The complexity of this text is further increased because of the task students are asked to complete; they are not merely seeking out the main idea of the article but are instead analyzing the text for textual evidence to make inferences about Kirstof's point of view. Students will also use this text in lesson 4, along with *Stargirl*, they write about Kristof's point of view or his opinion about the article's main idea and explain whether or not Stargirl would agree with his point of view and why.]

  c. Given the central focus, describe how the standards and learning objectives within your learning segment address students' abilities to

    ■ construct meaning from, and interpret complex text

    ■ create a written product interpreting or responding to complex features of a text

[Over the course of my learning segment, I will be addressing the following Common Core Standards: R.S.L.1., R.S.L.3., R.S.I.1., R.S.I.6., W.S.9, and W.S.10. These standards and my student learning outcomes address both students' abilities to construct meaning from and interpret two complex texts (*Stargirl* and "What Could You Live Without?") and create a written product interpreting the complex features of those two texts. Students will be constructing meaning from and interpreting these complex texts through the language function to infer. Students will use this language function to help them interpret *Stargirl.* Since Stargirl is an unheard from character and we are not directly told her feelings, thoughts, and motivations at this point in the novel, students will construct meaning by analyzing, through the process of inferring, how particular events or incidents in the novel reveal aspects of Starigirl's character. Students will also interpret, in the nonfiction text, how Kristof implies his point of view by analyzing his word and quote choices. Furthermore, students will create a written product interpreting both of these texts in the Kristof and *Stargirl* Writing Task. During this task, students will be asked to explain what Kristof's point of view in the text is and infer how Stargirl would feel. Would she agree or disagree with Kirstof's viewpoint? Why or why not? To bolster their explanations and inferences, students will use textual evidence from both pieces, which will increase the complexity of their writing.]

  d. Explain how your plans build on each other to help students **make connections** between textual references, constructions of meaning, interpretations, and responses to a text to deepen their learning of English Language Arts.

[In lesson 1, students will first be exposed to the language function, to infer, and how to apply it to film and pictures. My students are extremely comfortable engaging with visual media such as films so it will be easier for them to make connections between the evidence from the video and their constructions of meaning. Furthermore, in this lesson students will begin to make

connections between evidence and inferences because, during the picture inference activity, they must draw a line from the evidence in the picture to the inferences written on their poster. This initial lesson also provides students with a basis off of which they can further build their skills and work their way towards inferring and constructing meaning using textual references. In lesson 2, students will construct meaning from the text *Stargirl.* To help students make connections between textual references and their interpretations of the text/inferences, all groups will be given an inference graphic organizer; this graphic organizer, similar to the one in lesson 1, breaks down the process of inferring into three columns: (1) textual evidence, (2) personal knowledge, and (3) inference. By breaking down the process of inferring, I will be enabling students to more easily make connections between the text and the constructions of meaning, which in this case is to infer Stargirl's feelings during key events in the book. Furthermore, the skills in this lesson build on the basic understandings of inferences students will acquire in lesson 1. In the next lesson, 3, we will build on the learning from the previous lessons and students will advance to a more difficult level of inferring and thus a harder textual construction of meaning. In the previous two lessons, students will have made inferences and constructed meaning from two things that they are familiar and comfortable with: visuals and *Stargirl*. In this lesson, however, students will work in small groups to read the nonfiction article "What Could You Live Without?" and infer the author's point of view. To help students make connections between textual references and the interpretations of the author's point of view, I will provide each student with one of three sets of tiered guided questions, each of which will offer a different level of support depending on the individual's abilities. The guided questions first walk students through the process of understanding the main idea of the article and what it is about. Next, they ask students to look more closely at the text and pull evidence on the author's word choices and evidence used to expand on the main idea. The final questions mark the culmination of the interpretation process because they ask students to look back on the evidence made and answer questions that will enable them to make an inference about Kristof's implied point of view. Also in this lesson, students will engage in a prewriting activity of their choice in order to help them begin formulating ideas for their final writing assignment. Finally, in lesson 4, students will respond in writing to combine their inferences from *Stargirl* and the nonfiction article. To support their written responses, students will be given guided outlines and in-class writing time so that they can ask for peer and teacher support as needed. During this lesson, students will answer the following question: what is Kristof's point of view in "What Could You Live Without?" and explain whether or not Stargirl would agree with this point of view and why?]

2. **Knowledge of Students to Inform Teaching**

   For each of the prompts below (2a–b), describe what you know about **your** students **with respect to the central focus** of the learning segment.

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

   a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[Prior to this learning segment, I gathered data and evidence on what my students can do, what they know, and what they are still learning primarily through three pre-assessments (a short writing assessment, a learning segment specific pre-assessment on inferences, and an interest/learning styles survey) and extensive observation and questioning. The first pre-

assessment was administered during the first few days of school and was meant to show how well students were writing prior to any teaching. From this assessment, it was noted that the majority of students are still learning to use transitions in their writing. This pre-assessment also showed that the majority of my students, with the exception of those who are classified and struggling, were able to organize their ideas in a very basic manner. The majority of students understand the purpose of and how to use topic sentences but are still learning how to support their ideas with textual evidence. They tend to want to just vaguely mention something in order to back up their point, rather than take the time to truly substantiate their points with relevant evidence. Furthermore, more than half failed to wrap up their writing with some type of concluding sentence. Of those that did, the concluding sentence merely restated the topic sentence rather than leaving the reader with something further to think about. It should be noted that although this pre-assessment showed most students understand basic organization when asked to complete more complex writing tasks, students will mostly likely still need support so that they continue to improve and are able to organize their writing in a more complex and engaging manner. The second pre-assessment was more specific to this learning segment; it was a series of short answer questions based on a short passage. Students had to read the passage and answer questions that required them to infer what was going on in the text; they were also required to underline the evidence that substantiated their inference. While the majority of students were able to make simple inferences, many had trouble with more complex ones. For example, only 4 students missed the lower level inference questions whereas 15 missed at least one of the two higher level inference questions. Thus, my students are still learning how to infer. My third and final pre-assessment was an interest and learning style survey. This along with my observations during teaching my students prior to the teaching of the learning segment has shown that they have a variety of strengths. The majority of my students know how to work well in groups, particularly when group work is structured. On the interests and learning styles survey, 18 of my students reported that they benefit from visual aids, which I have come to learn can be anything from pictures to, their personal favorite, videos, 11 said technology helped them learn, and 16 were said to be kinesthetic leaners. Over the course of my observations, I have learned that the majority of students can easily construct meaning from visuals such as videos and pictures. They also reported interests and needs such as needing to improve their writing and an interest in nonfiction texts.]

b. Personal/cultural/community assets related to the central focus—**What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?**

[The students in my focus class are a fairly accurate representation of our school's demographic makeup. The majority of my students are Caucasian; three of my students are African American, one is Hispanic, and one was originally born in Russia but was adopted and moved to the United States when she was 6. The vast majority of my students come from middle and upper class home cultures and have parents who are involved in their schooling to varying degrees, from extremely involved to hands off. Many parents, either because of choice or necessity, have begun to place more of the responsibility of communicating with teachers and completing work on their children and as a result some students, who are more developmentally ready and organized, are becoming more successful at homework completion than others. Many of my less mature and disorganized students are struggling with homework completion almost every day and as a result this 8th grade class seems to have a much lower rate of homework completion than reported in previous 8th grade classes in our school. My students' everyday experiences revolve around the social aspects of middle school from extracurricular activities such as football and just hanging out with friends. For my students, friends have become a major influence in their lives; they help guide and influence many of their everyday actions and choices, both good and bad. This too they are navigating with varied success, but I

am lucky to say that they are, for the most part, a very welcoming and caring bunch of students. My students are interested in anything visual and technology related; they love movies, TV shows, videogames, and social media.]

3. **Supporting Students' English Language Arts Learning**

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, **use principles from research and/or theory to support your explanations**.

a. Justify how your understanding of your students' prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, and research/theory.

[Since my pre-assessments showed that students' prior academic learning was weak in transitions, which are phrases or words used to connect ideas in writing, I will teach a mini-lesson on transitions and give students the opportunity to apply this immediately to the Kristof and *Stargirl* Writing Task. This falls in line with Atwell's (1998) experiences, which explains that grammar and writing skills should always be taught as needed and in context to make learning meaningful. In order to further meet the needs of my students, I will also provide them with Chromebooks so that they can type their final writing assignment. The learning styles/interest survey showed that my students enjoy and benefit from working with technology. Furthermore, such interactions with technology allow students to practice and develop 21st century skills (Karchmer-Klein & Shinas, 2012). I will further help my students develop 21st century skills such as collaboration by having them work in small groups to co-construct knowledge. In doing so, I am providing my students with a valuable resource: their peers. In addition, I am capitalizing on student strengths by using group work based in cooperative learning theory (Slavin, 1995, 2006). In order to hold each student in the group accountable in this model, I will use strategies such as the one seen in lesson 1 when one student, after working in their small groups to make inferences based on pictures, will be randomly called upon for each group. Such a strategy requires that all students participate fully and acquire the same level of understanding so that all students are prepared to present. It should also be noted that I plan to use both mixed-ability and same-ability groupings throughout my learning segment. Mixed-ability groups will allow students to capitalize on everyone's strengths while same-ability grouping will allow me to better differentiate instruction while still giving students peer support and capitalizing on my students' social nature (Good & Brophy, 2008). Differentiated instruction will allow me to tier assignments for the wide variety of ability levels in my class. This can be seen in lesson 3 when students are given tiered guided questions so that I can better support my struggling students while providing my higher achieving students with additional challenges (Hall, 1997). I will also differentiate the lesson 2 homework, A Walk in Stargirl's Shoes, by providing my students, who showed lack of prior academic learning in writing in the writing pre-assessment, with a detailed guided outline that will break down the writing process. This assignment is also an example of how I will help activate students' prior knowledge or help build in experiences so students can better access the information. Rosenshine (1998) would support this structure because he explains the importance of connecting new knowledge such as a better understanding the character of Stargirl or making inferences to prior knowledge in order to create strong connections that will help students organize and store information through schema. I will also be using this theory during lesson 1 when I show students a real world example of making inferences in order to help them realize that they make inferences every day. To further capitalize on student strengths, I intend to open the learning segment by having them engage in the process of making inferences in a film and in pictures; these are both mediums my students are extremely comfortable with and find engaging. I will also support student learning by providing them with

the inference graphic organizers, which break down this process into smaller tasks. I believe this will be particularly helpful to my students that require complex tasks broken into smaller parts because it will put less load on their working memory; this is because they will not need to remember the process or components of inferencing as well as try to engage in the process (Miller, 1956). Although this graphic organizer will be particularly helpful to my students with learning disabilities, I will provide the organizer to all students because I believe this will benefit them all. I will also be providing all students with a guided outline graphic organizer to use during their final writing task. This follows a UDL model because something that may have been intended for one person will actually benefit all (Center for Universal Design 1997). Finally, in order to have students begin developing metacognition and more self-regulation, I will be periodically asking students to answer various self-regulatory questions (Zimmerman 1996).]

b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[Instructional strategies and supports that benefit the whole class include the use of visuals (Gargiulo & Metcalf, 2013), technology, and cooperative learning/small group work (Slavin, 1995, 2006). These benefit the whole class because I have seen from previous lessons and through pre-assessments that my students are engaged and develop more understanding when these strategies and supports are in place. Furthermore, my differentiated materials such as the guided outline for A Walk in Stargirl's Shoes and the tiered point of view guided questions will support students as well (Hall, 1997). The guided outline will help those students who struggle with writing as seen on the writing pre-assessment and other in class writing tasks; it will also be beneficial for students with IEPs and 504s that struggle with complex tasks and excel when given outlines because it will help take some of the load off of their working memory (Miller, 1956). Some of these same students also benefit from being given rubrics, which will be provided to them prior to the Kristof and *Stargirl* Writing Task, along with another guided outline. The tiered guided questions that accompany the Kristof article will help all students because they are tiered for three ability levels (low, middle, and high) so that students are being challenged appropriately. At the lowest level, the questions offer example answers and ask students to only find one piece of textual evidence to support their answer to the last question. At the highest level, students are given no examples and required to provide 3 pieces of textual evidence for that final question. By differentiating in this manner, students are given the exact amount of challenge and support needed (Hall, 1997).]

c. Describe common student errors or misunderstandings within your central focus and how you will address them.

[While students can sometimes make inferences correctly, they often see inferring as a guessing game equivalent to prediction. In order to demystify the process of inferring and support student skill development, in lesson 1, I will explain the difference between an inference and a prediction. I will also provide students with a three column inference graphic organizer that will break down the process of inferring into three steps: (1) textual evidence, (2) personal knowledge, and (3) inferences (Gargiulo & Metcalf, 2013). This will help show that inferring is the process of combining their prior knowledge with evidence to form a logical conclusion. Furthermore, I will give students practice making inferences in mediums they are comfortable and successful with such as video and pictures. I will also use the gradual release of responsibility model over the course of these lessons (Vygotsky, 1962, 1978). One example of

this is seen in lesson 1; I first will model how to make an inference with the video "For the Birds" using a think aloud (Gargiulo & Metcalf, 2013), I will then allow students to model this process, next we move into guided practice with the inference picture activity, and then finally students must complete the inference practice homework individually. Another common misunderstanding that will affect the written response to complex texts in my central focus is that students seem to think that they can go straight from reading a question to writing a final draft; thus, I will need to review with students the writing process and stress to them the importance of prewriting and planning activities such as freewriting and outlining. This will be done through a combination of direct instruction and guided practice, coupled with a guided outline graphic organizer.]

4. **Supporting English Language Arts Development Through Language**

   a. **Language Function.** Identify **one** language function essential for students within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Argue	Describe	Evaluate
Explain	Interpret	Justify	Synthesize

[The primary language function in this learning segment is to infer. An inference is a conclusion based on reasoning and is generally made by combining your personal knowledge with evidence, which in the case of ELA would be textual evidence.]

   b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[In lesson 4, students will begin working on the Kristof and *Stargirl* Writing Task. Students will respond to both of the complex texts in writing, using their point of view nonfiction guided questions, guided outline, Chromebooks and both texts, and answer the question what is Kristof's point of view in the article and would Stargirl agree with it. Students must use textual evidence from both texts to back up their points and explain why they made those inferences.]

   c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

   ▪ Vocabulary

   ▪ **Plus** at least one of the following:

      ▪ Syntax

      ▪ Discourse

   > Consider the range of students' understandings of the language function and other language demands—what do students already know, what are they struggling with, and/or what is new to them?

[The nonfiction text "What Could You Live Without?" has many high level vocabulary words (inequity, idealistic, altruism, and sanctimonious); some of which will be a stretch for even my most advanced students. They are words that do not occur in every day conversation and that rarely appear in middle school texts. Students need to understand these vocabulary words in

order to understand the main idea of the text and to infer Kristof's point of view. This is because in order to determine Kristof's point of view, students will need to understand the main idea and the meaning and connotations of the high level vocabulary he uses. Students will also need understand vocabulary terms such as point of view and textual evidence as well as the following discourse items: (1) how to discuss/write about inferences in the correct academic language, which explicitly connects inferences to textual evidence and (2) the elements of the writing process so that students can successfully complete the Kristof and *Stargirl* Writing Task.]

    d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

      ■ Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.

[Prior to this learning task, during lesson 3, students will first read the article in small same ability groups and use the accompanying point of view guided questions to walk them through the process of successfully using the language function to infer Kristof's point of view. The guided questions will be provided at three levels that offer different amounts of support; questions will be given based on their individual needs. Thus, those students who need more support to use the language function, for example, will be given guided questions that have modifications such as example answers. The guided questions will help students make inferences about what the author's point of view is by asking them to analyze his word choice and the direct quotes he uses to tell the story. At each level, the questions first ask students to summarize what is happening in the text, then pull textual evidence on word choice and direct quotes to see if the author's point of view is positive or negative, and finally to look back on what they have done so far in order to make an overall inference about the author's point of view. These guided questions walk students through the process of inferring and determining the point of view of the text so that they can respond to it in writing. Students are also given peer and teacher support during this activity and will have teacher support during the writing task. I will also teach students how to use transitions and provide them with a transitions notes sheet (lesson 4) as well as inference (lesson 1) and point of view sentence frames (lesson 3) so that students know the discourse they are supposed to use in their writing and can successfully complete the task. To support students as the engage in the writing process (discourse), they will also receive a writing checklist to use as a memory aid. I will further support students during this task by providing them with a guided outline and Chromebooks so that they can spend more time using relevant textual evidence and accurately using the language function and discourse than worrying about spelling mistakes and how to organize their writing. Since the Chromebooks have spelling and grammar check so that will help mitigate those errors and the outlines and prewriting activity will help them organize their thoughts prior to writing.]

5. **Monitoring Student Learning**

    In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

    a. Describe how your planned formal and informal assessments will provide direct evidence of students' abilities to construct meaning from, interpret, **AND/OR** respond to a complex text **throughout** the learning segment.

[Over the course of the learning segment, students construct meaning from, interpret, and respond to the following complex texts: *Stargirl* and "What Could You Live Without?" I have planned a variety of formal and informal formative assessments in order to ascertain student progress and see whether or not they have met my student learning outcomes. Throughout the

learning segment, I will be using informal observations and questioning to assess student achievement. I will do so by asking targeted questions, listening in on small group conversations, and observing students during in-class assignments. I will record my data on my observation data collection sheet included as part of the materials for lesson 1. For example, during lesson 2, when students work in small groups to analyze an event in *Stargirl* from her perspective, I will be looking to see if students are able to understand that Stargirl is upset in these situations and cite relevant textual evidence to substantiate this inference. This aligns with my student learning outcomes as well as Common Core R.S.L.1 and R.S.L.3. The group inference graphic organizers during this activity will also provide direct evidence of these standards and students' abilities to construct meaning from the text. The formal assessment, A Walk in Stargirl's Shoes, which is the assigned homework during lesson 2, will also provide evidence of each individual student's ability to meet C.C.R.S.L.1 and C.C.W.S.9. The Point of View Leveled Guided Questions that will be completed during lesson 3 will provide further evidence of students' abilities to construct meaning from a text but this time the text will be the nonfiction article "What Could You Live Without?" Thus, this informal assessment will provide evidence for my student learning outcomes that align with the following Common Core Standards: R.S.I.1. and R.S.I.6. During that lesson, I will also be assessing students through observation and questioning to see if they are meeting those standards. Finally, students will complete a formal writing task entitled Kristof and *Stargirl* Writing Task, which will assess their abilities to respond to both of these complex texts as well as synthesize all of the information they have learned during the learning segment. This task asks students to explain Kristof's implied point of view in "What Could You Live Without?", infer if Stargirl would agree with his point of view, and back up both of these conclusions with evidence from both texts. Thus, this assignment will help me assess each student's ability to meet my student learning outcomes and the associated following Common Core Standards: W.S.2, W.S.9, and R.S.I.6.]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

> Consider all students, including students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[During questioning, I can help any students that are struggling by using questions that build upon one another, rephrasing questions, giving additional wait time, and using different levels of vocabulary. I can also support my higher level students during questioning by asking them more challenging questions that push their thinking further. Furthermore, during mixed ability grouping, students will be supported by their peers; this will occur during in class informal assessments such as observation, inferences picture poster, and the group inferences graphic organizer. Furthermore the inferences graphic organizers along with the inference and point of view sentence frames provide all students with support and they can use them as needed. To help my students who struggle with writing and need more complex tasks broken down for them, I will provide them with a guided outline for the assignment A Walk in Stargirl's Shoes. This will help them because it will take some of the load off their working memory so they can focus on the process of making their inferences. The Point of View nonfiction guided questions are inherently prepared to provide students at each level with the exact amount of support they need. Higher ability level students will be given questions with less support whereas struggling students will be given more examples as well as asked to only find 1 piece of textual evidence in the last question as opposed to 3 like the higher level students. These guided questions also in turn serve as notes, which students can use when completing the Kristof and *Stargirl* Writing Task. Students will also be given a guided outline for this task to help them for the same reasons as for A Walk in Stargirl's Shoes.]