

Language Arts Progress Report

Student: **Tevita Ahomana**

Instructional Period:
May 18 - July 19, 2020

Prepared by LA Tutor: Peter Ott

All instruction was delivered via distance learning over the internet. Tevita has a copy of the *Springboard* Grade 6 curriculum; the Tutor had scans of the pages from the book. *Springboard* Grade 6 has 4 Units with a total of 57 Activities. Tevita completed 33 Activities, from 1.1 to 2.17, or the equivalent (see notes below).

Unit 1	Stories of Change	Unit 2	The Power to Change
Activities		Activities	
1.1	Previewing the Unit..... 4	2.1	Previewing the Unit..... 96
	>Introducing the Strategy: QHT	2.2	Forces of Change..... 97
1.2	What Makes a Narrative?..... 5		*Film: Clips from <i>Up</i> , directed by Pete Docter
	>Introducing the Strategy: Close Reading and Marking the Text	2.3	Beginning the Journey..... 100
	Short Story: "The Circuit," by Francisco Jiménez		*Novel: <i>Walk Two Moons</i> , by Sharon Creech
1.3	Planning for Independent Reading..... 14		>Introducing the Strategy: Double-Entry Journal
1.4	Personal Narrative: Incident-Response-Reflection..... 15	2.4	Planting the Seeds of Character Analysis..... 103
	Personal Narrative: "My Superpowers," by Dan Greenburg		LCV Language Checkpoint: Using Noun Agreement..... 106
1.5	He Said, She Said: Characterization..... 19	2.5	Mapping the Journey: Plot and Subplot..... 108
	Novel: Excerpt from <i>Flipped</i> , by Wendelin Van Draanen	2.6	A Tree of One's Own: Setting..... 110
LCV	Language Checkpoint: Punctuating Complete Sentences..... 28	2.7	Questions and Discussions..... 112
1.6	Analyzing Narratives..... 30		>Introducing the Strategy: Questioning the Text
	Personal Narrative: "The Jacket," by Gary Soto	2.8	Diction Detectives and "Evidence"..... 116
1.7	Creating a Narrative..... 36	2.9	Reporting from Paradise Falls..... 119
1.8	Creating a Narrative: Prewriting and Drafting..... 39		*Film: Clips from <i>Up</i> , directed by Pete Docter
1.9	Creating a Narrative: Revising..... 44	2.10	Making Connections and Visualizing Art..... 121
	>Introducing the Strategy: Adding	2.11	Stepping Into the Literature Circle..... 125
	Embedded Assessment 1: Writing a Personal Narrative..... 48		>Introducing the Strategy: Literature Circles
1.10	Previewing Embedded Assessment 2 and Preparing to Write a Short Story..... 50	2.12	Circling the Moon: Literature Circle Discussion..... 129
1.11	What's in a Short Story?..... 52		Embedded Assessment 1: Responding to Literature..... 131
	Short Story: "Thank You, M'am," by Langston Hughes	2.13	Previewing Embedded Assessment 2 and Explanatory Writing..... 133
1.12	Plot Elements..... 59	2.14	Explaining and Interpreting Change..... 136
1.13	In the Beginning..... 62	2.15	Writing and Changing Together..... 140
	Myth: "Daedalus and Icarus," from <i>Greek Myths</i> by Geraldine McCaughrean		>Introducing the Strategy: Replacing
1.14	A Day of Change: Developing the Story..... 68	2.16	Traveling with Charley: Literary Nonfiction..... 144
	Short Story: "Eleven," from <i>Woman Hollering Creek and Other Stories</i> by Sandra Cisneros		Memoir: Excerpt from <i>Travels with Charley</i> , by John Steinbeck
1.15	In the End..... 74		>Introducing the Strategy: Diffusing
	Short Story: "The Treasure of Lemon Brown," by Walter Dean Myers	2.17	Reflecting on Marley: Textual Evidence..... 149
1.16	Analyzing a Story..... 84		Memoir: "Saying Farewell to a Faithful Pal," by John Grogan
	Short Story: "The Fun They Had," by Isaac Asimov		
1.17	Sparkling Ideas..... 89		
	*Picture Books: <i>The Mysteries of Harris Burdick</i> or other picture books by Chris Van Allsburg		
	Embedded Assessment 2: Writing a Short Story..... 91		

Notes on *Springboard* Progress

- 1.1 – 1.17 I started with him on 1.5, we also did 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12 (we did not do 1.13- although we did talk about myth as the Book of three is based on Welsh myths.), 1.14, 1.15, (we did not do 1.16, or 1.17-by this time Tevita had already written two stories).
- 2.2 was adapted to Holes. 2.3 the double sided journal was adopted to Holes. 2.4 was done together. On 2.5 we discussed #3 and #4. On 2.6 we had done so much talk about setting that we skipped much of it but did the exercise on compound sentences. Because of time constrictions we then jumped to 2.16 and finished with 2.17. He is ready to jump back in on 2.18.

Tevita had never read a chapter book before. With assistance, he read three novels:

- The Westing Game** (1978 Newbery award).
Process: I would give him a list of vocabulary words first, and Tevita would tell me the ones he did not know. He keeps his new vocabulary notes in a Google Sheet on his Google Drive. For homework, he would look up the unknown words and read the

chapters. He would add any additional words he was unsure of. We would re-read together the crucial parts of the novel together in class.

- **The Book of Three** (first book in the Newbery winning Chronicles of Prydain). For this book I would also supply vocabulary words and ask which ones he already knew. We would then listen to an audio recording of the book while reading along. He would re-read as homework.
- **Holes** (1999 Newbery award). For this book I let Tevita find his own words as we took turns reading out loud to each other. Again, re-reading was homework.

READING	
Strengths	Needs
Tevita performed well on vocabulary quizzes. Tevita performed extremely well on novel content tests and quizzes.	Tevita worked a lot on the following aspects of reading comprehension, but is still not proficient in identifying the following on his own. It is best to quiz him, or have him write down as he reads: ▫ Point of View ▫ Protagonist's Story Arc ▫ Figurative Language ▫ Setting Vocabulary Development – Tevita has progressed significantly in building vocabulary, but he has considerable gaps in his background knowledge. He struggles with writing his own sentence for new vocabulary words, and does not trust his own abilities to do so.
Comments, Concerns, and Suggested Next Steps	
It is time for Tevita to focus on non-fiction. I suggest he do a short research paper to continue to build his internet research and writing skills. Continued, intensive vocabulary development. He should continue the routine he has for building vocabulary. He has been caught copying and pasting sentences instead of writing his own, so keep an eye out for that. Not covered in Summer Session, but part of the curriculum: Reading: ▫ poetry ▫ drama Writing: ▫ synonyms and antonyms	

WRITING	
Strengths	Needs
Tevita is creative. He seems to enjoy writing creative pieces.	Verb tense shifts in his writing. He struggles with verb tenses and needs focused instruction and practice. Tevita has had some difficulty with noun / pronoun agreement but has gotten much better. Tevita needs to work on varying his sentences. In his stories, he is prone to having the same sentence structure for every sentence if he is not prodded.
Comments, Concerns, and Suggested Next Steps	
A structured, short course on verb tenses, with reinforcement of these grammatical rules in all of his writing, in all courses this year, is highly recommended.	

EMOTIONAL & ACADEMIC HABITS	
Strengths	Needs
Tevita is a very loving young man. He cares a lot about those around him. When given explicit instruction on homework, he will do what is asked of him. He is resilient and will often work with no breaks unless instructed to take one.	Tevita will sometimes shut his brain down and smack his own head saying things like "C'mon brain you know this." I found it helpful to stop for a moment and have him work on yoga breathing to get himself focused. Tevita needs to become more self-reliant. When writing short stories, he would often ask, "Is it possible that..." I would repeatedly remind him that it is <i>his</i> story; he gets to make the rules. Tevita will usually do the bare minimum on homework assignments, but he is capable of so much more. So, it is necessary to give very detailed instructions, and best if he has to write them down himself, and explain to the teacher what is expected. If his education continues on-line, keep in mind for distance learning, his computer is painfully slow and plan accordingly.
Comments, Concerns, and Suggested Next Steps	
Tevita is prone to freezing when he feels uncomfortable. A large portion of the first weeks was building his self-confidence. Many times he knows the answer, but doesn't have the confidence to say so. Handling him gently in these situation, with lots of praise for correct answers, seems to help dramatically. So do the breathing exercises.	

Tevita Ahomana Language Arts Evaluation
Common Core Standards
 July 19, 2020

Subjective Summary Prepared by Tutor:
 Peter Ott

M = Meets Proficiency			A = Approaching Proficiency			B = Well Below Proficiency			U = unknown	
G-4 Std.	Prof.	Notes	G-5 Std.	Prof.	Notes	G-6 Std.	Prof.	Notes	G-6 Std.	Prof.
4.RL.1	A		5.RL.1	A		6.RL.1	A		6-8.RH.3	U
4.RL.2	M		5.RL.2	M		6.RL.2	A		6-8.RH.4	U
4.RL.3	M		5.RL.3	M		6.RL.3	M		6-8.RH.5	U
4.RL.4	A		5.RL.4	A		6.RL.4	A		6-8.RH.6	U
4.RL.5	U	He is good with fiction.	5.RL.5	M		6.RL.5	A		6-8.RH.7	U
4.RL.6	M		5.RL.6	M		6.RL.6	M		6-8.RH.8	U
4.RL.7	M		5.RL.7	U		6.RL.7	U		6-8.RH.9	U
4.RL.9	A		5.RL.9	U		6.RL.9	U		6-8.RH.10	U
4.RL.10	U	May need work with poetry and drama	5.RL.10	U	Needs Poetry & Drama	6.RL.10	U	Needs Poetry & Drama	6-8.RST.1	U
4.RI.1	A		5.RI.1	A		6.RI.1	A		6-8.RST.2	U
4.RI.2	A		5.RI.2	A		6.RI.2	A		6-8.RST.3	U
4.RI.3	U	We did not cover these types of texts	5.RI.3	U		6.RI.3	U		6-8.RST.4	U
4.RI.4	M		5.RI.4	M		6.RI.4	A		6-8.RST.5	U
4.RI.5	A		5.RI.5	A		6.RI.5	A		6-8.RST.6	U
4.RI.6	A		5.RI.6	A		6.RI.6	M		6-8.RST.7	U
4.RI.7	U		5.RI.7	U		6.RI.7	U		6-8.RST.8	U
4.RI.8	A		5.RI.8	A		6.RI.8	B		6-8.RST.9	U
4.RI.9	A		5.RI.9	A		6.RI.9	U		6-8.RST.10	U
4.RI.10	U		5.RI.10	U		6.RI.10	U		6-8.WHST.1	U
4.RF.3	U		5.RF.3	U		6.W.1	A		6-8.WHST.2	U
4.RF.4	A		5.RF.4	A		6.W.2	A		6-8.WHST.4	U
4.W.1	B		5.W.1	B		6.W.3	M		6-8.WHST.5	U
4.W.2	B		5.W.2	B		6.W.4	B		6-8.WHST.6	U
4.W.3	M		5.W.3	M		6.W.5	A		6-8.WHST.7	U
4.W.4	A		5.W.4	A		6.W.6	U		6-8.WHST.8	U
4.W.5	A		5.W.5	A		6.W.7	U		6-8.WHST.9	U
4.W.6	U		5.W.6	U		6.W.8	U		6-8.WHST.10	U
4.W.7	U		5.W.7	U		6.W.9	U			