

**TASK 1: PLANNING COMMENTARY**

Respond to the prompts below (use more than Google-ruled paper, including prompts) by typing your response within the boxes. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

**1. Central Focus**

- a. Describe the central focus and the essential literacy strategy for comprehending OR composing text you will teach in the learning segment.

[The central focus for this learning segment is comprehension. The essential literacy strategy for this learning segment is determining the author's purpose for writing the text.]

- b. Given the central focus, describe how the standards and learning objectives within your learning segment address:
  - the essential literacy strategy
  - related skills that support use of the strategy
  - grade-leveling connections

[The standards I will be using in this learning segment is RI.2.1 Identify the main purpose of a text, including what the author wants to answer, explain, or describe and RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. This standard addresses the essential literacy strategy because the learner will identify the Author's purpose of a text by using prior knowledge of identifying the main topic of a text to help support how they determine the author's purpose. The daily learning objectives will support the standards by having the students determine the main topic of a text to help them determine the author's purpose by using key evidence from the text.

During lesson one, the students will identify the author's purpose for writing a text by identifying key details. This objective addresses the essential literacy strategy by having students identify main topic of a text and use that to determine if the author is trying to persuade, inform, or entertain the reader. During this lesson, students will read a short text and will identify the main topic and supporting details of the passage to determine the author's purpose. Students will complete a column chart and identify the main topic and key details that the author wrote about. The students will then use the information about the key details and main topic to determine the author's purpose for writing the text. Students will learn how to identify if the author is writing to persuade, inform, or entertain. Students will remember the three reasons an author writes by referring to the acronym PIE.

During lesson two, the students will be able to determine if the author wrote an informational text to answer a question, explain a topic, or describe a topic by using key details. This objective addresses the essential literacy strategy by having students use prior knowledge of how to determine the main topic of a text and how to find the main topic to determine the author's purpose to support the essential literacy strategy. During this lesson, students will read a text called "George-Crum, Inventor". While reading the text, students will be looking for key details about the topic of the passage. Students will determine what the main topic is and the details that the author is telling in the passage to be able to determine if the author is writing to answer a question, explain a topic, or describe a topic by using key details. During this lesson, the students will also participate in reading flash cards and students will identify the main idea and key details to help them determine the author's purpose.

# Elementary Edtpa Planning Commentary Example

**J Ma**



**Elementary Edtpa Planning Commentary Example:**

## The Enigmatic Realm of **Elementary Edtpa Planning Commentary Example**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Elementary Edtpa Planning Commentary Example** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of people who partake in its reading experience.

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### **Elementary Edtpa Planning Commentary Example Introduction**

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