

Field Work Paper

EDPN 673

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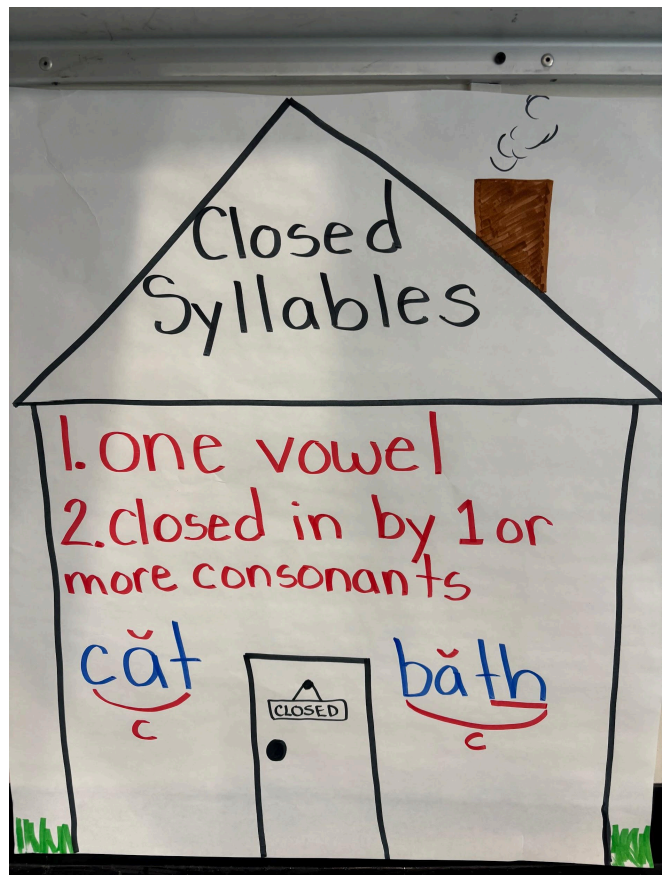
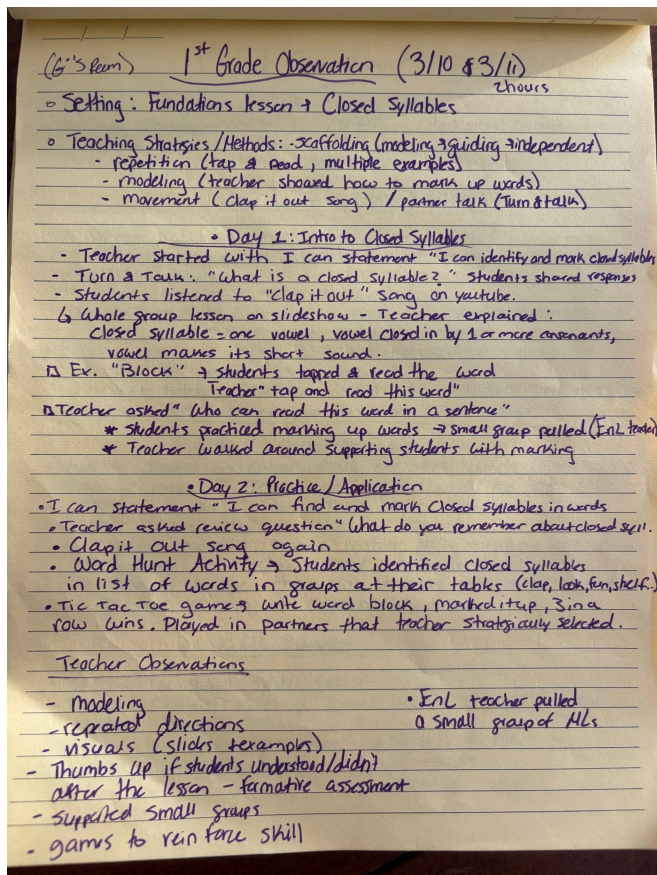
Setting:

During my fieldwork, I completed a total of 15 hours of observation across four elementary classrooms, including two first-grade classrooms, one fourth-grade classroom, and one fifth-grade classroom. These classrooms included multilingual learners who received push-in ENL support during core content areas such as literacy and math. After observing these classrooms, I noticed that all classrooms had similar structures and environments that supported student learning. Each classroom included anchor charts, “I can” statements, and visuals to guide instruction. The classrooms were organized to support both whole group instruction and small group instruction, more commonly during literacy and math blocks. The first-grade classrooms focused on a block called “Foundations” skills, such as phonemic awareness and early writing, while the fourth and fifth-grade classrooms focused more on comprehension skills, including identifying themes and supporting details using text evidence. Across all classrooms, students were given opportunities to participate in discussions, work in small groups, and collaborate with peers.

1st Grade Classrooms Findings:

A variety of pedagogical approaches and instructional strategies were observed across all four classrooms that supported both language development and content learning. A consistent pattern across grade levels was the use of scaffolding to support students’ ability to access and produce academic language.

Phonics instruction during the Foundations block focused on building foundational literacy skills through repetition, modeling, and structured practice. Across both classrooms, teachers introduced concepts such as closed syllables, magic e, vowel teams, and word endings (-ed and -ing). During the introduction of closed syllables, the teacher used a “clap it out” song to help students break words into syllables. As students listened and repeated the song, they physically clapped each syllable in words, reinforcing how sounds are segmented within a word. This supported their understanding of closed syllables, as students were able to hear and feel how the vowel is “closed in” by consonants when breaking the word apart. By pairing the concept with rhythm and movement, students were not only introduced to the skill but also practiced applying it in a structured and memorable way. This type of instruction reflects the SIOP model’s emphasis on providing repeated, meaningful exposure to language in ways that make input more comprehensible for learners (Echevarría, 2013), while also aligning with WIDA’s emphasis on multimodal learning, as students accessed the concept through auditory, kinesthetic, and oral language practices (WIDA English Language Development Standards Framework, 2020 Edition).

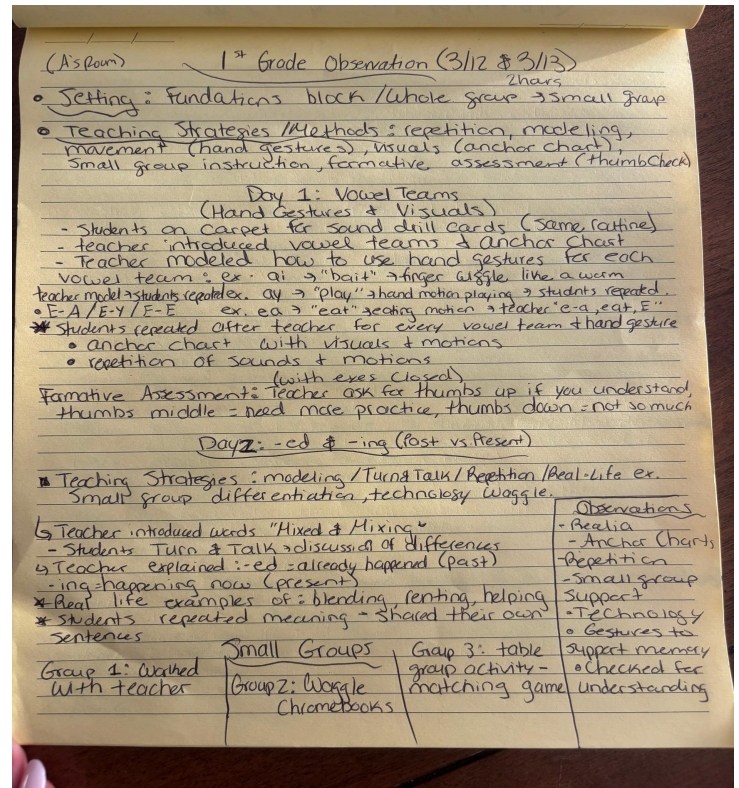
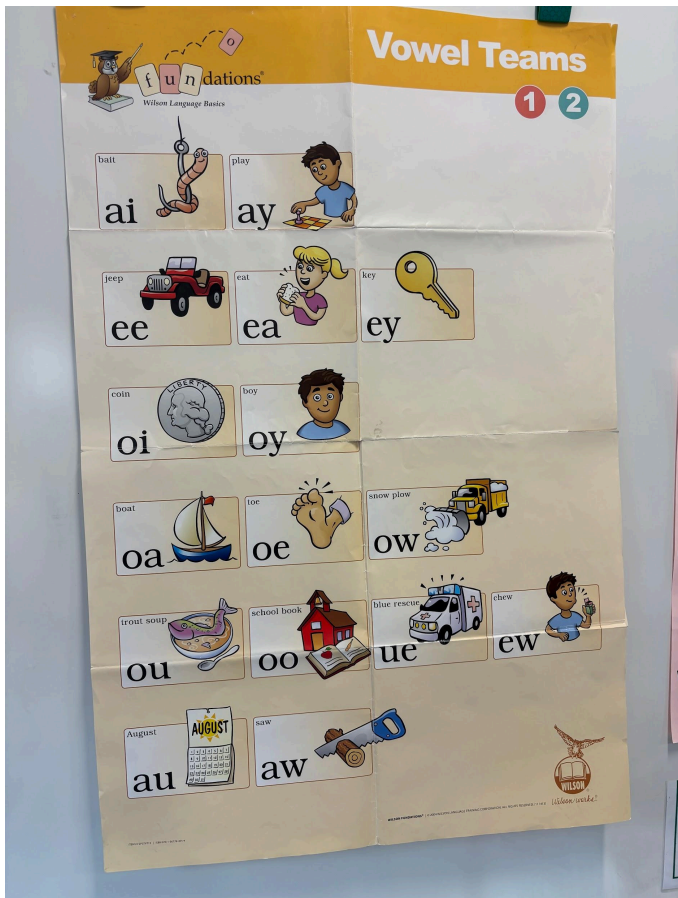


First Grade Fieldnotes & Closed Syllable Anchor Chart

During the silent e lesson, the teacher introduced the concept by asking, “Does anyone know what we call this: magic e or silent e?” and followed up with, “Does the e say its name? Why wouldn’t we read the word ‘hope’ as ‘hopee’?” Students shared their ideas before the teacher explained that the silent e changes the vowel sound, making it say its name. The teacher modeled this by comparing words such as “hop” and “hope,” and students practiced reading and marking up these words on their whiteboards. As students worked, they were asked to explain their thinking, often repeating that “the e makes the vowel say its name.” This approach made the concept more concrete for students because they were not just listening, but actively applying and explaining the rule themselves. For multilingual learners, this type of explicit modeling and repeated practice supports both language development and content understanding by demonstrating how language patterns work in context. This is supported by the SIOP model’s emphasis on making language features visible and understandable (Echevarría, 2013).

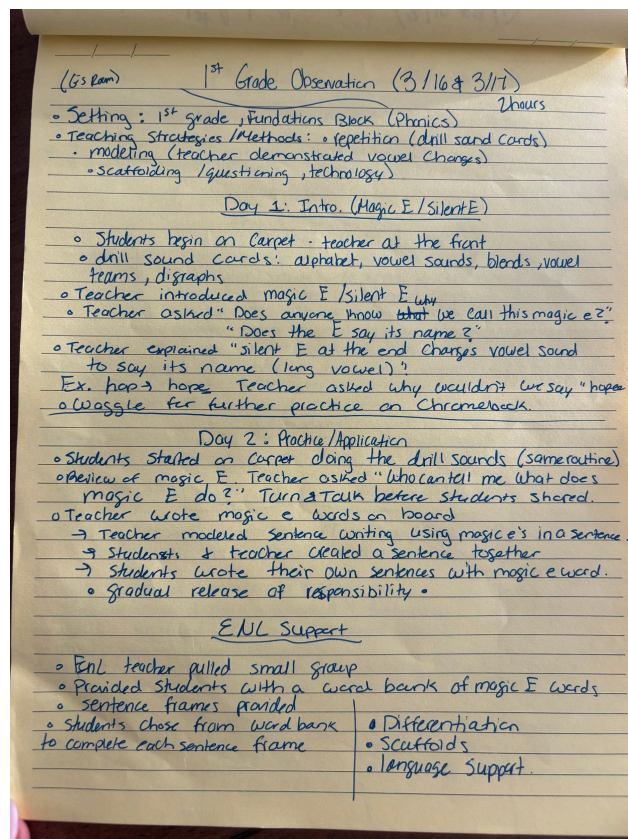
Similarly, during a vowel team lesson, the teacher modeled sounds using gestures, stating, “A-I, bait, /ā/,” while using a hand motion, and students repeated both the sound and movement. Students consistently engaged in repetition of sounds, gestures, and examples, reinforcing their understanding through multiple modalities. Instruction also included Turn and Talks, where students discussed concepts such as the difference between “mixed” and “mixing,” allowing them to verbalize their thinking before sharing with the class. These structured opportunities for interaction supported the development of academic language, which is a key

component of the SIOP model (Echevarría, 2013), while also aligning with WIDA's emphasis on providing multiple pathways for language development (WIDA English Language Development Standards Framework, 2020 Edition).



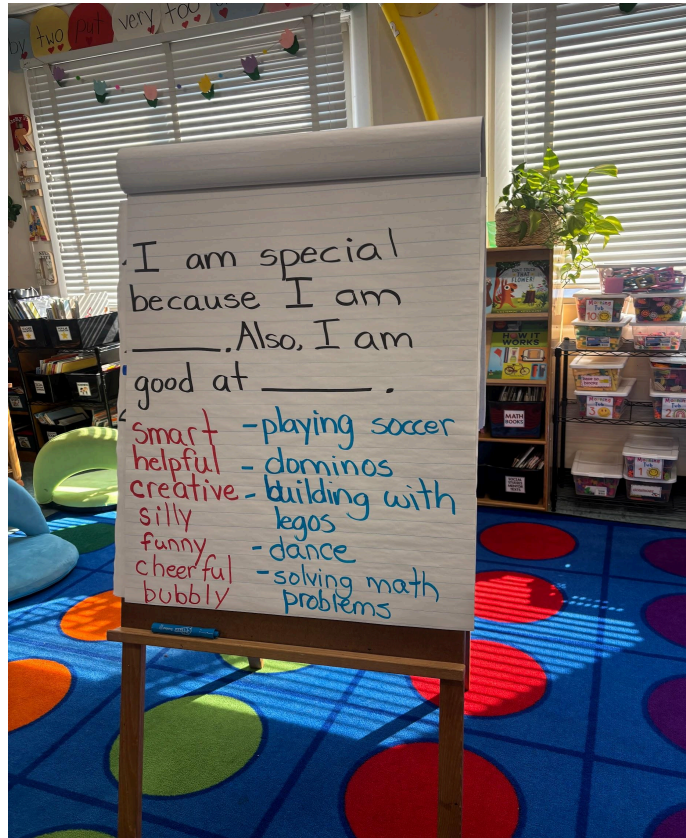
First Grade Vowel Teams Anchor Chart & Fieldnotes Log

Across both classrooms, phonics instruction followed a gradual release model, where teachers first modeled skills, then guided students through practice, and finally allowed students to apply their learning independently or in small groups. For example, students participated in activities such as word hunts and partner games to identify closed syllables. Small group instruction was also used, with the ENL teacher pulling students to provide additional support through sentence frames and word banks. This reflects WIDA's description of scaffolding as a temporary support that helps students move toward independence, with supports gradually reduced as students become more confident in applying the skill (WIDA English Language Development Standards Framework, 2020 Edition).



First Grade Fieldnotes Log

In addition to phonics instruction, writing instruction in the first-grade classrooms incorporated scaffolding through sentence frames and modeling. During a writing lesson focused on families, the teacher asked, "What makes a family different?" before reading a book about diverse families. The teacher then modeled her own example and introduced sentence frames, stating, "I am special because ____" and "Also, I am good at ____." Students first completed the activity together as a class and then worked independently at their desks using the anchor chart for support. This use of structured language supports the SIOP model's emphasis on reducing linguistic demand so that students can focus on expressing their ideas (Echevarría, 2013). To further support multilingual learners, the ENL teacher pulled a small group and provided the same sentence frames along with a word bank and visuals to assist with vocabulary selection. Students selected words from the word bank to complete each sentence frame, allowing them to engage in the same task with additional support. This approach aligns with WIDA's focus on differentiation and scaffolding, as it provides flexible supports that meet students at their individual language levels while still maintaining access to grade-level content (WIDA English Language Development Standards Framework, 2020 Edition).



First Grade Sentence Frames Anchor Chart

In the first-grade math lesson, the teacher used a doubles strategy to activate students' background knowledge and prepare them for more complex addition tasks. During the lesson, students sang a doubles song, repeating patterns such as "1 and 1 is 2, 2 and 2 is 4, 3 and 3 is 6." The teacher then guided students to make connections, asking, "What do you notice about doubles?" and later prompting, "If $5 + 5 = 10$, what is $5 + 6$?" The teacher modeled her thinking, stating, "I know $5 + 5$ is 10, so $5 + 6$ is one more." This modeling of thinking reflects the SIOP model's emphasis on making thinking processes explicit for learners (Echevarría, 2013). By connecting double facts to more complex addition problems, the teacher activated students' prior knowledge, allowing them to build on familiar concepts. This type of implementation of delivery is beneficial for multilingual learners because it provides a meaningful introduction to a new lesson that can be challenging. This aligns with WIDA's emphasis on connecting new learning to students' existing knowledge and experiences (WIDA English Language Development Standards Framework, 2020 Edition).

(Miss A's) 1st Grade Observation (3/23 + 3/24) (2 hrs) (END)

• Setting: Writing Lesson - whole group → independent → small group

• Teaching Strategies: modeling (teacher ex), scaffolding (sentence frames), Turn & Talk, gradual release of responsibility, differentiation (EnL small group)
Lesson: Writing (Family Activity)

→ Teacher asked to Turn & Talk: "What makes a family different?"
→ Teacher read aloud book about diverse families; Focus: What makes a family unique.
→ Teacher modeled writing activity / showed her own ex. of final project
→ Created anchor chart with sentence frames: "I am special because I am _____. Also, I am good at _____"
→ Completed the sentence frames together as a class → independently at their desks. Used the anchor chart for support
→ EnL teacher pulled a small group: same sentence frames, word bank for support, visuals

* Intros lesson * Math Block: Doubles Strategy

• Teaching Strategies: repetition (song), modeling, visuals (anchor chart), guided questions, strategy use (background knowledge) *Doubles Facts*

• Teacher taught them the doubles song
↳ students sang: "1 and 1 is 2, 2 and 2 is 4, 3 and 3 is 6..." (clapping + repetition)

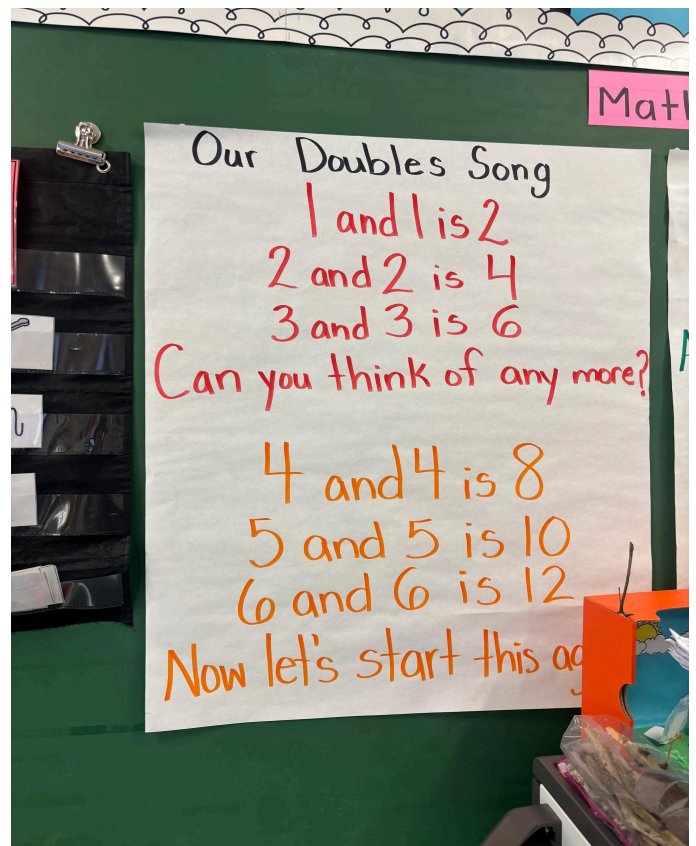
• Teacher pointed to anchor chart and asked "what do you notice about doubles" (Students turn & talk first)
↳ Teacher made connection to addition problems "if $5+5=10$, then what is $5+6$?" teacher explained "I know $5+5=10$, so $5+6$ is one more"

• Students practiced in GoMath books using doubles to solve problems.

* Lesson used to activate background knowledge for next lesson (more challenging)
* Review of doubles facts

Observations

□ Students engaged during song □ modeled thinking
□ repetition of doubles facts
□ explaining thinking
□ song to reinforce facts
□ connection making



First Grade Fieldnotes Log & Math Anchor Chart (Doubles Song)

4th Grade Classroom Findings:

In the fourth-grade classroom, instruction focused on writing development through a fantasy writing unit that required students to apply both content knowledge and academic language skills. The lesson began with a review of students' independent reading, where each student had previously selected a fantasy text based on their interests and appropriate reading level. The teacher then introduced the expectations for writing a fantasy story by explaining that strong fantasy writing includes characters, setting, a problem, and magical or unrealistic elements. Students were asked to reflect on their own books and discuss what made them a "fantasy". This allowed them to connect their reading to the writing task. This demonstrates how language and content were integrated throughout the lesson, reflecting the importance of combining language instruction with content teaching (Harper & de Jong, 2004).

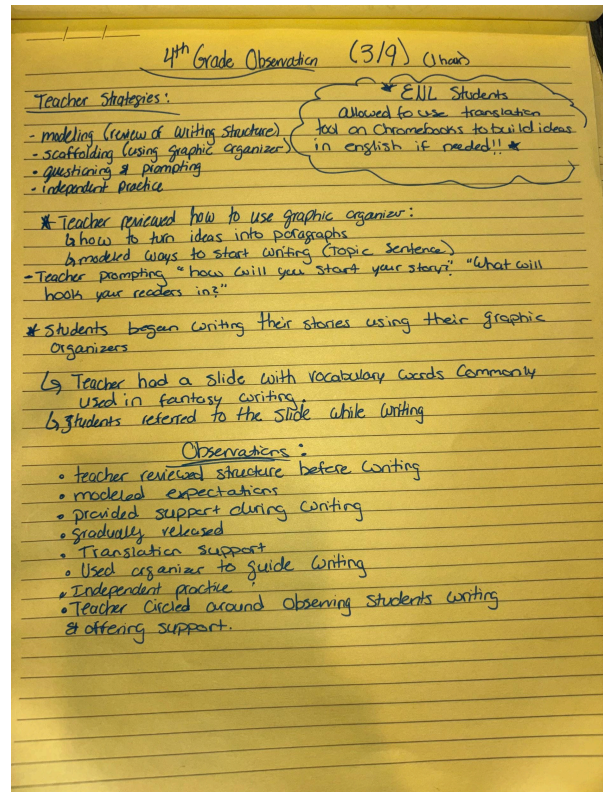
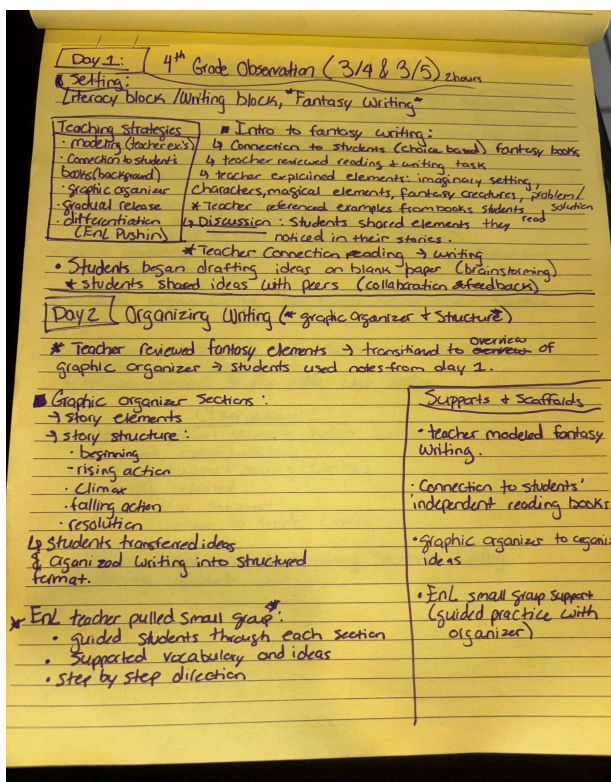
Students were then given time to brainstorm their own ideas, where they independently generated elements of their story, such as characters, setting, problem, and magical components. During this time, students shared their ideas with peers and offered feedback, which supported both collaboration and language development. Providing these opportunities for discussion

allowed students to verbalize their thinking before writing, aligning with the SIOP model's emphasis on interaction with peers as a key component of learning (Echevarría, 2013).

This lesson sequence followed a clear, gradual release of responsibility across multiple days. On the first day, students focused on generating and discussing ideas, allowing them to build understanding with support. On the second day, the teacher introduced a structured graphic organizer and modeled how to organize ideas into sections such as the beginning, rising action, climax, falling action, and resolution. By the third day, students transitioned into independently constructing their writing, using their organizer as a reference. Breaking the task into these stages helped make a complex writing assignment more manageable, especially for multilingual learners. Scaffolds such as graphic organizers and modeling make learning more accessible and support students at different levels (Echevarría, 2013).

During this process, the teacher circulated the room providing individual support, while maintaining consistent expectations for all students. Although the ENL teacher was not present during this lesson, multilingual learners were still supported through available scaffolds such as modeled examples, structured organizers, and access to translation tools on their Chromebooks. Students used these resources to clarify vocabulary and organize their ideas, while also supporting their participation in the task. This reflects the importance of adapting instruction to meet diverse student needs, as “the diversity among English learners in the classroom is quite challenging” (Harper & de Jong, 2004).

As students moved into the drafting stage, the teacher reviewed how to transfer their ideas from the graphic organizer into structured paragraphs, including an introduction, body paragraphs, and a conclusion. A slide with commonly used vocabulary words and sentence starters was displayed to support students during writing. This provided students with a source to refer to for academic language. In addition, this helps them expand their vocabulary and improve the precision of their writing. This also reflects the need to avoid a “one-size-fits-all” approach and instead provide supports that meet students' individual needs (Christian, 2004).



Fourth Grade Fieldnotes Log

Fifth Grade Findings:

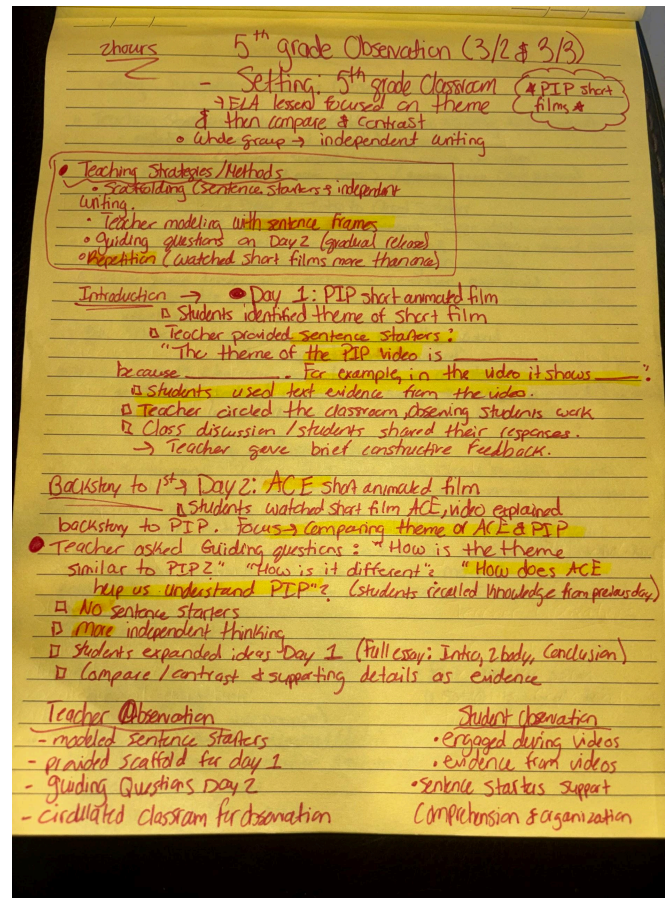
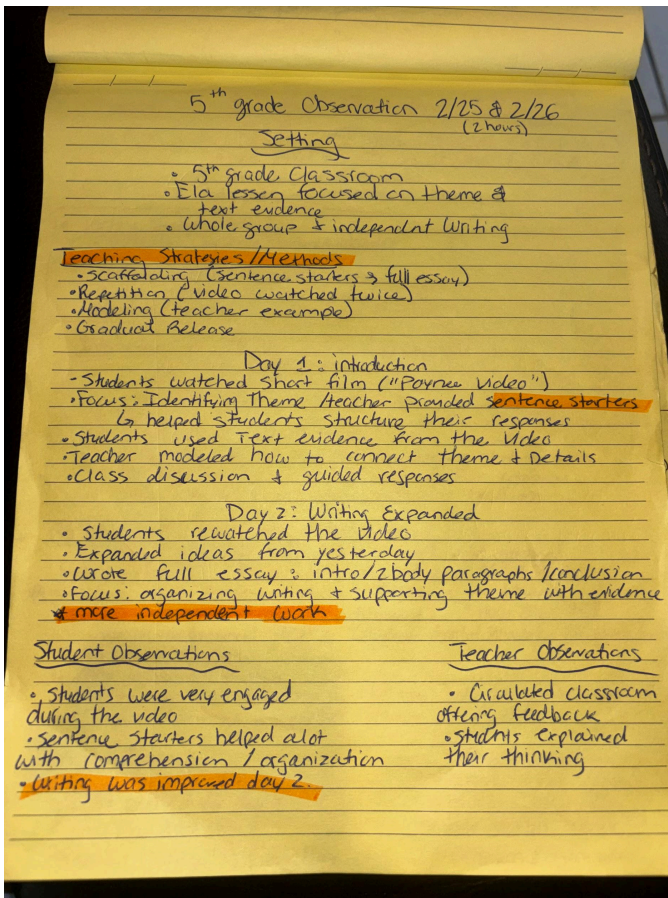
In the fifth-grade classroom, instruction focused on developing students' ability to identify and analyze themes through the use of short films and structured writing tasks. Across multiple lessons, the teacher used engaging visual texts, including the short films *Pip*, *Ace*, and *Paynee*, to support students in understanding and explaining the theme. These lessons were structured to gradually build students' independence in both their thinking and their use of academic language. The use of video as a central instructional tool allowed students to engage with content visually while also expressing their understanding through writing and discussion, reflecting how multimodality supports comprehension and communication for multilingual learners (WIDA English Language Development Standards Framework, 2020 Edition).

During the first lesson, students watched the short film *Pip* and were introduced to identifying the theme. The teacher provided structured sentence starters, stating, "The theme of the video is ___ because ___, for example in the video it shows ___." Students used these sentence frames to guide their written responses, helping them organize their thinking and support their ideas with evidence from the video. The teacher circulated the room, observing student work and providing feedback, before facilitating a whole-class discussion where students shared their responses. The use of sentence starters and modeling made the task more comprehensible for students, as teachers support understanding by modeling academic tasks and adjusting how content is presented (Echevarría, 2013). This lesson also demonstrates how students were expected to develop both content understanding and language simultaneously, as multilingual learners build knowledge and language together through meaningful academic tasks (WIDA English Language Development Standards Framework, 2020 Edition).

Following the writing task, students participated in a class discussion in which they shared responses and responded to one another's ideas. The teacher prompted students to explain their thinking and reference specific moments from the video. Students built on peer responses and extended their explanations during the discussion. These interactions gave opportunities for students to explain their ideas and engage in academic discussion, reflecting the role of interaction in supporting both language development and content understanding (Echevarría, 2013; WIDA English Language Development Standards Framework, 2020 Edition).

On the following day, students watched the short film *Ace*, which served as a backstory to *Pip*. The instructional focus shifted to comparing and contrasting the themes of both films. Sentence starters were not provided, and students were expected to construct responses independently. The teacher used guiding questions, including "How is the theme similar to *Pip*?" and "How is it different?", to prompt analysis. Students produced written responses that included an introduction, body paragraphs, and a conclusion. The lesson required students to apply prior knowledge from the previous day while producing more extended written responses (Echevarría, 2013).

Students proceeded to recognize and explain the concept of the short film *Paynee* during a different observation. A similar format was used for instruction, which included guided discussion, independent writing, and whole-group viewing. Students recognized the theme and provided evidence from the video to support their answers. Students had many chances to practice recognizing themes and creating evidence-based solutions because comparable activities were used repeatedly across various texts (Echevarría, 2013). Students were continuously expected to provide evidence from the films to support their claims during each lesson. Students used comprehensive sentences and vocabulary related to the topic in both written and spoken responses. Sentence frames were given during the first instruction and then removed, which shows a transition from structured support to independent application across instruction. According to Echevarría (2013) and the WIDA English Language Development Standards Framework (2020 Edition), this order illustrates a scaffolded method where students initially worked on guided tasks before using the same skills on their own.



Fifth Grade Fieldnotes Log

Analysis of Student & Teacher Feedback

The purpose of the teacher interviews was to gain insight into how educators support multilingual learners and how their instructional decisions align with student needs in the classroom. Across both interviews, teachers emphasized the importance of providing structured supports such as sentence frames, visuals, modeling, and small group instruction. One teacher explained, “I always try to give them sentence starters and visuals so they know how to begin and don’t feel stuck,” which highlights the role of structured language supports in helping students access tasks. She also emphasized differentiation, stating that she uses “lots of small group instruction to work with students at their level,” allowing her to meet individual needs better. Similarly, another teacher described how she “breaks larger assignments into smaller manageable parts” and incorporates “a lot of modeling and guided practice before students work independently,” reinforcing the importance of gradually supporting students before expecting independence. In addition, teachers emphasized collaboration, explaining that they frequently work with ENL teachers to plan instruction and ensure that multilingual learners receive appropriate support.

These perspectives were consistently reflected in classroom observations. In the first-grade classrooms, students engaged in structured routines during Foundations, where repetition and modeling were used daily through sound drills and guided practice. This aligns

with the first-grade teacher's statement that "the young ones need to really hear it and see it multiple times before it really sticks." Students were also observed using sentence frames, visuals, and repetition to support both phonics and writing tasks. In the fourth-grade classroom, students used graphic organizers and structured planning to develop their fantasy writing, which reflected the teacher's emphasis on breaking down complex tasks into manageable steps. In the fifth-grade classroom, this same approach was observed through the use of sentence starters during initial instruction, followed by more independent writing during later lessons. The teacher also incorporated guided questions and whole-class discussions, which align with her statement that "modeling and whole group discussion... are the most effective." This alignment between teacher perspectives and observed instructional practices suggests that these strategies were intentionally and consistently implemented to support multilingual learners across grade levels.

The consistency between teacher feedback and classroom practice demonstrates a shared instructional approach to supporting multilingual learners. Across all classrooms, students were required to engage with grade-level content while simultaneously developing their academic language through speaking and writing. Students were observed explaining their thinking, supporting their responses with evidence, and participating in structured discussions. This reflects the understanding that multilingual learners develop content knowledge and language skills together through meaningful and structured learning experiences (WIDA English Language Development Standards Framework, 2020 Edition). In addition, the consistent use of modeling, repetition, and interaction aligns with the SIOP model's emphasis on making content comprehensible while supporting language development (Echevarría, 2013).

Another key pattern across both the interviews and observations was the use of scaffolding and gradual release. Teachers described providing structured support at the beginning of instruction and then reducing that support as students became more independent. This was clearly observed in the fourth-grade classroom, where students progressed from brainstorming ideas to organizing them with a graphic organizer and eventually writing independently. Similarly, in the fifth-grade classroom, students began with sentence frames during the *Pip* lesson and later constructed written responses independently during the *Ace* lesson. These patterns demonstrate how instruction was intentionally designed to move students from supported to independent learning, allowing them to apply both content knowledge and language skills.

I collaborate with the EnL teacher as well. I'll ask her which books she recommends for my English Learners to read during book clubs based on how they're doing so I can make sure they're reading texts that are appropriate for their level and support their growth.

Have you encountered any specific challenges while teaching this demographic of students? How did you overcome them?

"Communication with parents, when trying to share updates about student progress. Sometimes I don't always get responses to emails or calls. The EnL teacher and I make sure all notes and updates are sent home in both languages and we try to use families' preferred method of communication to make it easier for them to stay involved."

each student needs. Also the weekly spelling tests based on Foundations words. Wiggly is good for me to see their progress through real time data.

Have you encountered any specific challenges while teaching this demographic of students? How did you overcome them?

"I find the biggest challenge is that all my students learn at different paces. Especially with phonics and language development. I provide as many scaffolds like the visuals and repeating skills as I can, but I can't just try to be available to them and help whenever they need my support."

Teacher Interview (5th grade)

How do you adapt your lessons to cater to diverse students in terms of linguistic, cultural, and ability differences?

"I break the longer assignments into smaller manageable parts. I do a lot of modeling and guided practice before I send them off independently. I give them enough time because some need more than others. I try to check in a lot to make sure they feel comfortable, and I always try to incorporate their interests in assignments."

- Which teaching methods or strategies have you found most effective for teaching English in this setting?

"Modeling and whole group discussion. I find are the most effective. I offer writing supports to help get them started and develop their writing responses."

How do you incorporate state and professional standards into your lessons?

"I plan my lessons based on the curriculum and the expectations of middle school writing and comprehension especially."

What materials do you use most frequently, and why?

"I use a lot of slides and whole group discussions so students can share their ideas, they learn from one another. I also like using short films, they really engage students and help introduce concepts in ways they can relate to."

How do you evaluate or assess the progress of your English learners? Can you provide an example?

"I assess students through their writing their input in class, and reviewing their work. Lumio is a fun assessment source for them and it gives me feedback too."

Teacher Interview (1st grade)

How do you adapt your lessons to cater to diverse students in terms of linguistic, cultural, and ability differences?

"By providing structured support so students know how to tackle assignments. I try to use many visuals, modeling, and repetition techniques. I always try to give them sentence starters and visuals so they know how to begin and don't feel stuck. I use lots of small group instruction to work with students at their level."

- Which teaching methods or strategies have you found most effective for teaching English in this setting?

"Repetition & modeling have been the most effective. The young ones need to really hear it and see it multiple times before it really sticks. I try to incorporate movement to keep them engaged."

How do you incorporate state and professional standards into your lessons?

"I base my lessons on the NY's standards and try to use 'I can' statements. I collaborate a lot with my grade level team during our prep periods to make sure we are aligned with this."

What materials do you use most frequently, and why?

"Foundations materials I use everyday. The sound cards, slides and whiteboards give them structure and repetition. I use anchor charts a lot too so that they have visual references. Wiggly is good too for technology."

How do you evaluate or assess the progress of your English learners? Can you provide an example?

"Through observation & listening to them during lessons. Small group instruction during our ATSS block too - in small groups I break things down and focus on what"

First and Fifth Grade Teacher Interviews



Setting of the First Grade & Fifth Grade Interview



One of my biggest takeaways from this fieldwork experience was developing a deeper understanding of how the SIOP model is used in practice and how it supports multilingual learners in accessing grade-level content. Throughout my observations, I began to recognize that many of the strategies I saw being used, such as sentence frames, modeling, repetition, and structured interaction, were not random, but intentional instructional decisions that align with the SIOP model (Echevarría, 2013). This made me realize the importance of being purposeful in my teaching and ensuring that my instructional practices reflect my beliefs about supporting all learners.

In addition, this experience helped me better understand the level of planning and preparation that goes into creating accessible instruction. I observed how teachers consistently planned to meet the needs of diverse learners, whether that involved organizing small group instruction, preparing scaffolds, or structuring lessons over multiple days. For example, in both the fourth- and fifth-grade classrooms, writing tasks were intentionally broken down across several days, allowing students to move from brainstorming to organizing to independently writing. This demonstrated how complex tasks can be made more manageable through careful planning and sequencing.

Another key takeaway was the importance of providing students with frequent opportunities to engage in discussion and interact with their peers. Across all grade levels, students were given numerous opportunities to communicate with one another, whether through Turn and Talks, small-group work, or whole-class discussions. These interactions allowed students to practice using language in meaningful ways, which supported both their comprehension and language development. This aligns with the understanding that language develops through social interaction and communication, as students actively construct meaning through discussion (WIDA English Language Development Standards Framework, 2020 Edition). This showed me the importance of making sure my instruction gives students encouraging opportunities to practice communication in a low-risk environment and aids in language development.

Moving forward, I plan to apply these insights to my own teaching by designing lessons that are intentionally structured to support both language and content learning. I will incorporate strategies such as modeling, scaffolding, and gradual release to guide students toward independence, while also providing opportunities for meaningful discussion and collaboration. This experience reinforced the idea that effective instruction requires careful planning, flexibility, and a commitment to meeting the needs of all learners. By applying these practices, I will be better prepared to create a classroom environment that supports multilingual learners in developing both their academic language and content knowledge.

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