**Showcase Assignment Justification**

1. **Assignment Title**: Learning Map Assignment
2. **TPE**: TPE 1, TPE 3
3. **TPE Elements**:
	1. TPE 1: 1, 5, 6, 8
	2. TPE 3: 1, 2, 3
4. **Justification and Reflection**:

Completing the Learning Map Assignment from course ITL 510, allowed me to grow in TPE 1: Engaging and Supporting all Students in Learning, and TPE 3: Understanding and Organizing Subject Matter for Student Learning. By utilizing principles of the Universal Design for Learning framework, which incorporates multiple means of expression, representation and engagement, I was able to complete the Learning Map outline for the planning stage of a 1st grade literacy plan. Keeping these three principles in mind in the planning stage of the lesson plan, helped me brainstorm ways to engage learners with different needs, languages, interests and learning preferences and ways to allow learners to express their learning in a variety of modalities such as visual and kinesthetic modes (TPE 1: 1, 5, 6, 8). I was thoughtful about how to reach learners with a variety of learning styles, by planning ways for them to express their knowledge through hands on activities, such as acting, building or designing a media display. Additionally, when creating this lesson plan, I routed the activities in reaching the Common Core State Standard, “[CCSS.ELA-LITERACY.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson.” While the activities were varied in form, they all allowed for students to work towards mastering this standard. I researched a particular reading method from the Atlanta Speech School that targets reading comprehension and implemented this reading method into my lesson plan (TPE 3: 1, 2, 3).

This assignment challenged my affect, behaviors and cognitions regarding lesson planning. I am more thoughtful when creating lesson plans, making sure to assess the strengths and weaknesses, interests, backgrounds and learning preferences of my learners in order to create meaningful lessons and activities. I have grown in my belief that students should drive your lesson planning process and should be at the forefront when designing instruction, assessments and a classroom management system. This new belief will impact how I continue to do lesson plans, as I will now begin with assessing student characteristics as a foundation for the rest of my lesson plan.

I was inspired by the many different approaches a teacher can use to help her students meet just one standard. For reading comprehension alone, there are so many strategies a teacher can use to reach different learners, such as helping students create a mind picture of the text, fostering text-to-self connections, having students act out what they just read or having students build a diagram of the setting of the story. I was excited to find many ways to engage my students and help them express their knowledge. My hope is that by continually seeking new ways to allow learners to engage with content and express content knowledge, that they will feel valued and represented for their interests, background knowledge and experiences, and learning styles. When students feel seen and heard in their classroom, they will grow in their motivation and drive to learn in a way that meets their needs and allows them to be their unique selves.