Concern2Care

Student Concern Report

Generated on August 30, 2025

Student Information

Name: Josie R.

Teacher: Demo-Teacher ROBERTS

School: Calabar High School

Concern Details

Type: Not specified

Date Documented: 8/30/2025

Description:

AI-Generated Intervention Strategies

1. AI-Generated Differentiation Strategies

Of course. As an educational intervention specialist, I will create a comprehensively differentiated lesson plan for Josie R., a 7th-grade EAL learner with intermediate English proficiency. Since the provided PDF is unreadable code, I will base this differentiation on a standard 7th-grade English Language Arts lesson—a common core—focusing on identifying the main idea and supporting details in an informational text. This allows me to demonstrate specific, research-backed strategies for Josie's profile.

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Differentiated Lesson Plan for Josie R.

Original Lesson Focus: Identifying Main Idea and Supporting Details in Informational Text

Grade: 7th

Student: Josie R. (EAL Learner, Intermediate Proficiency, Currently Struggling)

Differentiation Specialist: AI Educational Interventionist

Research Basis: Strategies are drawn from SIOP (Sheltered Instruction Observation Protocol) (Echevarría, Vogt, & Short, 2017), Universal Design for Learning (UDL) framework (CAST, 2018), and evidence-based practices for adolescent EAL learners (Goldenberg, 2013).

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1. Differentiated Learning Objectives

Original Objective Students will be able to (SWBAT) identify the explicit main idea and at least three

supporting details in a grade-level informational text with 80% accuracy.:

Differentiated Objective for Josie SWBAT identify the explicit main idea and **1-2 supporting details** in a **modified informational text** by **using a graphic organizer and word bank**.:

Scaffolded Tiered Objectives:

Emerging (Josie's Target) Identify the main idea by choosing from two options and find one supporting detail with a partner.:

Developing Identify the main idea independently and find 1-2 supporting details using the graphic organizer.:

Mastery (Grade Level) Identify implicit or explicit main idea and 3+ supporting details independently.:

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2. Adapted Content Delivery

Materials Needed:
  - Modified text: "The Amazing Octopus" (approx. 4 paragraphs, 5th-grade lexile, key vocabulary bolded).
  - Visual Vocabulary Cards: Images + definitions for *camouflage, invertebrate, jet propulsion, intelligent*.
  - Main Idea Graphic Organizer (see below).
  - Word Bank for the graphic organizer.
  - Anchor chart: "What is a Main Idea? What is a Supporting Detail?"

Delivery Method:

Chunking Break the lesson into 10-minute segments: 1) Vocabulary Preview, 2) Read Paragraph 1-2, 3) Partner Talk & Organizer, 4) Read Paragraph 3-4, 5) Independent Practice.:

Think-Aloud Model the skill explicitly. "When I read this paragraph about the octopus changing color, I ask myself, 'What is the most important thing the author is telling me?' I think the main idea is that octopuses are good at hiding.":

Visuals & Gestures Use hand gestures (e.g., hands wide for "main idea," fingers counting for "details"). Point to images on vocabulary cards when those words appear in the text.:

Simplified Language Use clear, direct sentences. Avoid idioms. "Let's find the big idea. What are the facts that tell us more?":

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3. Differentiated Activities

Activity: Completing the Main Idea Graphic Organizer

Section	**Scaffolding for Josie**	**Teacher Instructions**
Vocabulary Preview	Use the 4 visual vocabulary cards. Have…	"Josie, before we read, let's learn some…
During Reading	**Option A:** Teacher reads aloud to a…	"We will read one paragraph at a time.…
Graphic Organizer	Provide a **partially completed** organiz…	"Josie, let's look at the first paragraph…

Sample Graphic Organizer & Word Bank for Josie:

Word Bank: *eight arms, changes color and texture, squirts ink, very smart, has no bones*

Text: The Amazing Octopus (Modified)

Main Idea: (Hint: It's mostly about how the octopus stays safe.)

The octopus has many clever ways to protect itself from predators.

Supporting Detail 1: It can _____ to blend in with rocks and coral. (Pre-filled example)

Supporting Detail 2: (Josie chooses from word bank) It can _____ to escape from danger.

Supporting Detail 3: If a predator grabs its arm, it can break it off and grow a new one later!

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4. Modified Assessment Methods

Formative Assessment (During Lesson):

Thumbs Up/Down Check understanding after vocabulary preview and each paragraph.:

Whiteboard Check "Josie, write one word that tells us what the octopus uses to hide." (Expect: "color" or "camouflage").:

Observe Organizer Completion Is she able to transfer a word from the bank to the correct spot with minimal guidance?:

Summative Assessment (End of Lesson):

Alternative to Paragraph Writing Josie will use her completed graphic organizer to **orally explain** the main idea and one detail to the teacher or a partner.:

Success Criteria Rubric for Josie:

4 (Exceeds) Orally states main idea in own words and identifies 2+ details correctly.:

3 (Meets) Identifies correct main idea (from text or organizer) and 1 detail using the word bank.:

2 (Approaching) Identifies a detail but needs prompting to state the main idea.:

1 (Beginning) Points to a correct picture/vocab word but cannot yet articulate ideas.:

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5. Specific Accommodations

Environment Seat Josie close to the teacher for easy monitoring and support. Group with a supportive, patient peer partner for collaborative work.:

Technology Provide text-to-speech software for independent reading. Allow use of a translation tool (e.g., Google Translate) for looking up words not on the vocabulary list, **after** she has tried to use context clues.:

Time Provide extended time to complete the reading and graphic organizer. Allow breaks during the lesson if she shows signs of fatigue or frustration.:

Materials Always provide the text, graphic organizer, and word bank on paper for her to annotate and highlight. Use a highlighter to mark key sentences in the text before she begins.:

6. Implementation Notes for the Teacher

Preparation Print and cut out the visual vocabulary cards. Prepare the modified text and graphic organizers for Josie and any other students who need them. Have highlighters ready.:

During Lesson Check in with Josie during the first independent work time (after paragraph 2). Use prompting questions: "What is this paragraph mostly about? Let's look at our word bank for a word that fits.":

Key Strategy Focus on **comprehension first, language production second**. It is more important that Josie understands the concept of main idea and details than that she produces perfect English sentences. Accept single words or short phrases.:

Positive Reinforcement Praise effort and use of strategies. "Excellent job using the word bank to find that detail!" or "I like how you pointed to the picture of camouflage. That's exactly right!":

Next Steps If Josie masters identifying explicit main ideas with heavy scaffolding, gradually reduce support (e.g., remove the word bank, use a slightly more complex text) in future lessons.:

> This plan provides Josie with the structured support she needs to access the grade-level skill while building her academic language and confidence. The focus is on achievable challenge and clear, scaffolded success.

Implementation Steps:
1. Review Student Needs
2. Adapt Instruction Methods
3. Implement Accommodations
4. Monitor Learning Progress

Timeline: Ongoing

Follow-up Questions & Responses

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