Impact on Student Learning Project

<u>A Case Study of Student Behavior in the Middle School English
Language Arts Classroom</u>

Shippensburg University

English with Secondary Education Certification

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Undergraduate Course Level

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Research Analysis

When I conducted research on argumentative writing last semester, I anticipated to apply my research in a college writing class for high school juniors and seniors. However, I actually conducted a case study of student writing motivation in a 7th grade English Language Arts classroom. My research sources consist of peer-reviewed journal articles about writing motivation, peer writing feedback, student emotional responses to writing, and how to increase the confidence of student writers, among a range of topics. Several of the pedagogical controversies that I encountered in my research are interconnected to standardized test performance as the sole motivator for improving student writing. I quickly learned that I could not motivate my student to write based on the goal to earn a proficient score on the English Language Arts section of the PSSA. Rather, his ability to complete in-class writing tasks had to derive from a curiosity to engage in authentic writing experiences. Academic essays on standardized tests often limit the format in which students demonstrate their mastery of ELA competencies. Therefore, I analyzed how I could use my research on student writing motivation, collaboration, and process-based writing to motivate my student to complete English Language Arts writing tasks.

Initially, I determined that I could differentiate the methods in which my student completed long-term writing tasks while still assessing him on the same objectives that I evaluated his peers on. Comstock and Wodon (2017) found that the students in their focus group benefited from exchanging productive dialogue about how they could improve their argumentative essays about topics that they felt passionate about (p. 69). Hidi, Berndorff, and Ainley (2002) analyze student emotional responses to writing and how teachers can validate these responses (pp. 431-434). In their study of student writing interest and self-efficacy (2002),

the authors determined that "general interest in writing, enjoying writing in several genres and feeling efficacious about such writing are closely related" (p. 442). My student often had one of two emotional responses to a writing task. He was excited to contribute to scaffolded writing that the class completed together or he felt emotionally drained and unable to work on the writing task for the rest of the class period. Within a week of working with my student, I learned that his daily emotions shaped his writing motivation, so he was more likely to write during class when I validated his emotions and asked what I could do to support how he was feeling. Therefore, I helped my student self-regulate his emotions so that he could stay motivated to finish a writing task.

In addition, my student was more motivated to complete a summative writing assessment when I reminded him of the signposts (Peñaflorida & Collet, 2019), or short-term goals, that I expected him to meet during each step of the writing process. Signposts help students see the final outcome of their writing, determine their purpose for writing, and establish how and when they will reach benchmarks that will signify progress toward their final product (Peñaflorida & Collet, 2019). For the short story project, I outlined goals for my student to meet every day before he began reading and analyzing the literary elements of each story. For example, he needed to read the first two stories, define setting and characterization, explain the setting of the first story, and analyze the characterization of the second story by the end of the first week. Once students have set their own goals for each step of the writing process, they will feel more comfortable when teachers give them permission to connect their own expertise to the topic of their writing. Another article that I found argues for the concept of encouraging students to include their "para-expertise" in writing tasks (Williams, 2018). Williams (2018) claims that "students who lack conventional writing knowledge and skills are not empty. Even if they can't

articulate their para-expertise, they know something about composing with sound, movement, and physical materials because of their lived experiences with other creative endeavors" (p. 53). I brought out my student's para-expertise in a task in which he had to demonstrate his reading and vocabulary comprehension on an informational article that compared how humans and animals respond to anxiety. I read the text aloud with him, and when we encountered a word that he was unfamiliar with, I asked him if he knew the meaning of the word's prefix and suffix. For example, he did not know the meaning of the word "neurosurgeon," but he did know that "neuro" referred to the brain. A short writing task within the text asked him to write about how he determined the meaning of unfamiliar words in the text. He used the neurosurgeon example to explain how he had previously learned about the meaning of "neuro" in a text that he read in science class. Leveraging students' para-expertise in a writing task is a useful strategy to build confidence in student writers.

Along with incorporating his para-expertise into writing, my student improved on his objective writing skills in his revision of the text-dependent essay in which he used evidence from two informational texts to analyze how names define human identity and cultural traditions. However, I wonder whether he would develop more confidence as a writer if he had the chance to practice subjective writing that derives from his first-person perspective. Based on my research, I see room for his subjective voice to grow among a community of writers who are motivated to become stronger writers and support each individual in developing their own subjective voices. In "Teaching Revision as an Act of Voice and Agency," (2018) the authors claim that students in a subjective writing community share "common goals of developing a skill or producing a 'better' text … [and] gain a sense of connection to each other as thinkers and writers" (p. 86). When my student understands that he can give his peers advice on how to revise

their first-person writing pieces in the same way that they give him feedback, there is a stronger chance that he will maintain the motivation to finish a long-term writing project. The curriculum aimed at preparing students for the PSSA only allowed him to participate in a subjective writing community when he evaluated his peers' literary analysis and communication skills in their poetry presentations. I think that my student would have recognized his own writing voice if his class had opportunities to read and provide constructive criticism on each other's writing for every long-term writing task that they completed. Another way for students to gain confidence as writers is to find their own credible research sources rather than being told to use evidence from an informational text that they are forced to use. Jonathan Ostenson and Elise Silva (2019) argue that students must first determine the type of information they are searching for and the audience that they are sharing the information with (p. 47). My student is currently completing a Greek mythology project in which he researches a historical figure from ancient Greece and delivers a written Google Slides presentation that he will verbally deliver through a video recording. I can predict that it is empowering for him to choose his own research sources on his chosen historical figure. If I were still teaching his class, I would record a lesson to scaffold the process of finding credible sources that are in a digital format. My student is typically given the research sources that he is expected to analyze for an informational writing task, which may have contributed to his lack of motivation to write. Therefore, I think he will feel a greater sense of ownership of the informational piece that he writes for his Greek historical figure because he is displaying the research that he conducted on his own to the entire class.

One of the interventions that my student benefited from the most was collaborating with a peer to produce a written product. For the poetry presentation, he chose to work with a student who he frequently spends time with during lunch and at after-school social events such as dances

and Mini-Thon. One challenge of their collaboration was that my student was absent for two of the presentation work days due to illness. When he returned to school, however, the pair of students delegated who would complete each analysis slide, and they established goals to complete the project on time. They required teacher scaffolding to delegate specific slides (rhyme scheme, alliteration, works cited) and reminders to work on the project during their SOAR and Flex periods. However, the effectiveness of their collaboration was evident during their verbal presentation. I believe that my student would benefit from giving and receiving constructive per criticism on an academic or creative writing task. According to David, Consalvo, and Vetter (2019), "Working to improve students' academic writing … within a community that centers student voice and experience … can protect against students' genuine fear that someone will say their writing is bad" (p. 68). Noroozi and Hatami (2019) claim that students create more reputable arguments when they share their reasoning with an authentic audience who can give them feedback on how to use rhetorical devices to strengthen their argument (p. 549). To scaffold my student toward small-group collaboration and argumentative writing, I would create an activity in which his class is divided into three or four discussion groups. Each student would develop an argument based on a current event that they choose to learn about, and then they share the rationale behind their argument and an outline of how they plan to organize their persuasive essay. I have confidence that my student would be more motivated to complete a writing task when he can share his writing with an authentic audience of his peers.

Overall, I learned that my research will be ongoing when I soon have a classroom of my own. English teachers must constantly work toward the goal of motivating students to become skilled writers, readers, and communicators. The most important lesson that my student taught

me was to allow students to incorporate their previous learning experiences and interests into their writing. I want to expand the results of my case study to see if I can replicate similar results with future students. If I become a high school teacher, I would be curious to learn whether older students benefit from the same interventions that I used in my work at Eagle View. Regardless of the grade level that I teach, I am confident that I am excited to motivate my students to develop as growing writers and to write alongside them as their English Language Arts teacher.

Annotated Bibliography

Comstock, E. and Wodon, Q. (2017). Argumentative writing and the Common Core in the

DCPS: A qualitative analysis of student and teacher perceptions. *English Journal, 106*(6),

67-72. Retrieved from http://www2.ncte.org/resources/journals/english-journal/

The authors of this article describe a widespread argumentative writing collaboration

between District of Columbia Public School (DCPS) and a nonprofit called One World

Education. The program veers away from writing on standardized assessments, which asks

students to argue their stance on a topic that they may have little background knowledge about

and were not shown ahead of time to prepare. The authors assessed how the collaboration

improved the argumentative writing and research skills of students in grades six through twelve.

Most of the teachers in the school thought that the One World Education curriculum improved

their students' research writing. Teachers suggest that future implementations of the program

should include extended class periods and differentiated options for students who are above or

below grade level in their writing. They also argue that increased access to computers and more

frequent teacher/student writing conferences would make the collaboration even more beneficial

for student argumentative writing.

David, A. D., Consalvo, A., & Vetter, A. (2019). Crafting communities of writers: Advice from

teens. *English Journal, 109*(1), 67-73.

The authors of this article asked adolescents how teachers can create writing communities

in the ELA classroom. They also asked the students to reflect on writing communities that they

have been members of or those that they would envision creating if they had the resources and

time to do so. These communities apply the perspective that every student is a writer that has the

potential to improve and give advice about content and structure to their fellow writers. The

researches asked seventy-eight teenagers questions such as how they determine whether

someone is a writer, which digital tools (including social media) they use to write online, and the people and events that have an impact on their writing. The questions made students aware of their preconceived notion that a writer only ever writes alone. They realized that professional writers often need the help of countless readers to revise and edit their writing before it is fully completed. Therefore, the most skilled writing occurs within the supportive context of a writing community, especially in a middle- or high-school classroom.

Hidi, S., Berndorff, D., & Ainley, M. (2002). Children's argument writing, interest and self-efficacy: An intervention study. *Learning and Instruction, 12*, 429-446. Retrieved from https://www.journals.elsevier.com/learning-and-instruction

This article focuses on ways to improve student motivation and stamina as they complete an argumentative writing essay. Informal assessments were conducted before and after the students completed their arguments to compare their emotional and cognitive responses to the project before and after the writing process. The authors found that students are more likely to feel confident and motivated to fully develop their argument in an essay if the topic they are writing about has a direct impact on their own lives. Students who were involved in the study not only to collaborate with peer groups in their own classrooms, but they also got to share their argumentative writing with students from another school nearby. Therefore, students were more motivated when they argued their stance on topics that correlated with high levels of adolescent interest and when they were allowed to work in peer groups to brainstorm and give revision suggestions to one another's writing.

Mazura, C., Rapant, J., & Sawyer, M. (2018). Teaching revision as an act of voice and agency. *English Journal, 107*(3), 81-86. Retrieved from http://www2.ncte.org/resources/journals/english-journal/

In this article, the authors argue that the revision process can be a way for students to develop their own subjective voice and increased confidence as writers. Rather than focusing on correction, the authors' form of revision allows the student author's voice to decide whether it will use their peers' constructive suggestions. It is up to the individual student to decide whether the feedback they receive in peer review supports their subjective voice that they have been developing throughout their argumentative essay. The revision process is a time for students to reflect on their use of rhetorical strategies such as ethos, logos, and pathos. Teachers need to spend more time on revision so that students learn the value of process-based learning and receive feedback from their teachers and peers to adjust their use of emotional and logical appeals as they are still engaged in the writing process.

Noroozi, O. and Hatami, J. (2019). The effects of online peer feedback and epistemic beliefs on students' argumentation-based learning. *Innovations in Education and Teaching International, 56*(5), 548-557. doi: 10.1080/14703297.2018.1431143

The authors of this article focus on how peer feedback can be useful for students throughout specific areas of the writing process, especially as they determine the value of the argument they are making in a persuasive essay. They found that students who engaged in the peer review process improved their argumentative writing as opposed to students who individually wrote their argument without seeking constructive criticism from their classmates. They give an example of a cross-curricular context in which argumentative writing functions as a tool for explaining the outcomes of biology experiments. The authors examine how students collaborate with each other to influence one another's arguments about why the experiment turned out the way it did. In addition, the research suggests that a student's ability to be flexible

with their epistemic beliefs determines their attitude toward future arguments that they will have to respond to in the classroom and on standardized assessments.

Ostenson, J. and Silva, E. (2019). Avoiding fakery: Activities to prepare students for effective searches. *English Journal, 108*(5), 46-53. Retrieved from http://www2.ncte.org/resources/journals/english-journal/

This article discusses how teachers can explicitly show students how to search for credible research sources to support the argument that they are making in a persuasive piece. The authors discuss the modern-day challenge of having to examine the content, authors, and website where the source was found to determine whether the source contains credible knowledge that they can use in their research. The teachers involved in the article have research experts from the school library help their students identify credible research sources online and find markers of reputable sources, such as background information about the author(s) and a lengthy resources list at the end of the article. They also give their students a sample list of guiding questions to ask about their research topics that they should be able to find the answers to in credible scholarly articles and on reputable websites. The students also completed an activity in which they analyzed their Google search history and developed their own suggestions for how they can refine their future searches to lead them to credible research sources.

Peñaflorida, J. and Collet, V. (2019). Signposts for navigating the writing journey. *English Journal, 108*(6), 48-54. Retrieved from http://www2.ncte.org/resources/journals/english-journal/

This article explains the use of signposts, which are markers for students to identify the goals that they want to achieve with their writing, as an instructional strategy to enhance the teaching of writing. Rather than planning the beginning of the writing process first, teachers

instead plan signposts throughout their argumentative writing curriculum and then create lessons to scaffold their students toward each signpost. The three stages of signposts include brainstorming a topic, developing a plan to complete the essay by the deadline, and explaining details about what the student wants the finished essay to contain. Students were given the creative freedom to decide how they would organize their argument and develop a plan to complete their essay on time. It was also critical for the students to consider the specific audience that their argument appealed to, so they used rhetorical strategies such as ethos, logos, and pathos to influence the specific audience that they were writing to.

Williams, A. D. (2018). 'I don't know what to write': Para-expertise and student writing. *English*

   Journal, 108(1), 52-58. Retrieved from

   http://www2.ncte.org/resources/journals/englishjournal/

   Williams explains the benefit of using students' para-expertise, which is their knowledge that they can articulate about a certain place or subject after having been exposed to it for several years. Para-expertise consists of "experiential, embodied, [and] tacit knowledge." Students have the most difficulty articulating tacit knowledge in writing, but they can physically identify the physical or verbal experience if it occurs again. As a result, students often believe that they are not proficient writers because of their difficulty with expressing tacit knowledge in writing. Williams provides a case study of a student named Megan who struggles with the mindset that she "lacks expertise" because she is at a loss for a topic to write about in her writing notebook. When students struggle with writer's block, teachers should have short conferences with them to determine what they are thinking about at that very moment. Students often complete their best writing when they simply write about the topic that is currently on their minds rather than trying

to force themselves to create an argument about a topic that they have little background

knowledge on.

References

Comstock, E. and Wodon, Q. (2017). Argumentative writing and the Common Core in the

    DCPS: A qualitative analysis of student and teacher perceptions. *English Journal, 106*(6),

    67-72. Retrieved from http://www2.ncte.org/resources/journals/english-journal/

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    teens. *English Journal, 109*(1), 67-73.

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    Journal, 108(1), 52-58. Retrieved from

    http://www2.ncte.org/resources/journals/englishjournal/

Student Info:

-Student Initials: MDT

-Gender: Male

-Date of Initial Instruction: February 10 – February 21, 2020

-Dates of Revised Instruction (if needed): February 24 – February 28, 2020

-Teacher: Mrs. Jenny Boyer

-Current services the student receives: Behavioral IEP, Emotional Support

-Student preferences as observed: Often makes verbal comments that are unrelated to instruction; Low motivation to write – Can write once he gets started on the assignment, but has difficulty getting started on a writing task; Sometimes refuses help from the class educational assistant

-Behavior of Concern: MDT has low motivation to complete writing tasks, regardless of whether they are handwritten or typed. He will often make distracting comments to the teacher or to the entire class to avoid starting and/or completing an in-class writing assignment. My co-op and I have regular conversations with MDT to attempt to understand why he is opposed to in-class writing tasks and how we can help him succeed in English/Language Arts.

Why this student?

MDT is our only student who has an IEP, and he is also in our supported class. It is easy to track MDT's behavior multiple times throughout the day, because he is often in our classroom for study hall as well. I am curious to learn exactly why MDT has difficulty starting and following through on tasks, because my co-op and I learned that his challenges are not due to a delay in academic development or a learning disorder. The other teachers on our team report that MDT also struggles to complete writing tasks in their classes as well, and we frequently collaborate to develop behavior management strategies to help MDT. My co-op and I created behavior cards to hand out to MDT each day based on his choices on any given day. He will

receive either the "Excellent work!" or the "Appropriate Behavior" card if he completes the daily writing task and listens while we instruct the class. If MDT disrupts class, does not listen to my co-op and I, and/or refuses to complete the daily writing task, he receives either the "Not Appropriate Behavior" or the "Not the Expectations for Independent Learning" card. I want to implement further behavioral management strategies to help MDT improve his motivation to write in English/Language Arts. I also want to analyze why MDT developed low motivation for writing in the first place and target my lesson plans toward helping MDT increase his completion of daily writing tasks.

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Educational and Environmental Assessment Form

Veronica Ponti – English/Secondary Education

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Teacher: Mrs. Jenny Boyer

Course/Subject: English/Language Arts   Grade: 7

Type of Classroom: General Education

School: Eagle View Middle School, Cumberland Valley School District - Mechanicsburg, PA

Classroom Location: T3

Length of Class: 43 Minutes

# of Students in Class: 14

Interviewer's Name/Role: Veronica Ponti, Student Teacher – Jenny Boyer is my cooperating teacher for my first eight-week student teaching placement. I teach in her classroom every day.

Date: January 21, 2020 – March 11, 2020

1. Classroom Environment

    a. *Describe the classroom setup and student seating arrangement.*

The classroom is part of a group of trailer classrooms that are called, "The Outback." Each desk is shaped like an arrowhead, and students have the choice to sit on either a red chair or on a yoga ball. Most of the time, the desks are placed in rows, with four or five students sitting in each row. If the students are working on a group project, we move the desks so that they are in groups of three or four. There are also two tables in the back of the classroom that are available as overflow spaces for students to sit. The teacher's desk is in the front right-hand corner of the room. My co-op created a class library in the back left corner, which includes a lounge chair and a bookshelf. Storage shelves and cabinets are in the back right-hand corner of the room.

b. *Identify distractors.*

Some students get distracted by the yoga balls that they sit on. They bounce on the balls, sit on their knees, and/or lean back on the balls. The students have improved at sitting up straight on the yoga balls since the beginning of the year, but I still occasionally have to remind students not to lean back or sit on their knees. Students are also allowed to play with manipulatives (Rubik's cubes, squishy balls, stuffed animals, etc.), which can become distractors if the students focus on the manipulatives more than their assignments and/or if students play with the manipulatives because they have nothing else to do in their study hall period. In addition, we can often hear activities in the classroom that is next to our room because the trailers only have a single wall that separates the two rooms.

2. Classroom Management

a. *What are the classroom rules?*

My co-op has four main rules that students are expected to follow:

-Raise your hand to speak during class

-Bring all required materials to class (a pencil, ELA booklet, laptop, agenda)

-Only submit your original creative work

-When you are absent, use three resources to find what you missed in class before asking the teacher (Schoology, a classmate, and the classroom agenda)

b. *What are the consequences for breaking classroom rules?*

When a student calls out during class, we encourage them for participating but remind them to raise their hand when they have an idea to share. A student who forgets to bring a pencil must either borrow a pencil from the lost/found basket or ask a classmate if they can borrow a pencil. If a student forgets their ELA booklet on a day that we are using it, they may go to their locker to get it after we are done giving instructions. Students who forget their laptops must borrow a laptop from our classroom or go back to their homeroom to retrieve their laptop. If a student does not have their agenda, they must take a picture of our class agenda or write the homework on a piece of paper. Students who plagiarize another person's work or research will automatically receive a zero on the assignment. If a student asks us what they missed in class before they consult three resources, we will tell them to check Schoology, ask a classmate, and view the class agenda first. If a student continuously breaks classroom rules, we email and/or call their parent(s) and refer the student to the principal and guidance counselor.

c. *How do you handle student conflicts and discipline issues?*

My co-op and I handle student discipline issues on a case-by-case basis. One time, we had a student spend her study hall in the library without checking in with us first. I asked the librarian to send the student back to our classroom, and I had a conversation with the student about why it is a safety issue if we do not know where she is. Then, I emailed the student's mother to inform her of the situation, and my co-op called the parent. I learned that both the parent and the student are more likely to cooperate with us when we focus more on the student's positive traits and their success in ELA rather than on the current issue. On another day, four students came into our classroom to report a student who pushed and yelled at other students in the hallway. I immediately called the front office and the guidance office to report the situation and the students involved. Each of the students who were involved were immediately called down to the guidance office to give their perspective of the bullying situation.

3. Instructional Delivery

   a. *What instructional methods are used?*

      Each marking period is centered around a theme. The theme for the 3rd marking period is, "Our Choices and Life's Lessons." The 3rd marking period instruction includes short stories, nonfiction text-dependent analysis writing, parts of speech, poetry, sentence types, and etymology. We engage our students in project-based learning. For the short story project, students worked independently to read five short stories, define five literary elements, and apply one literary element to each short story. For poetry, students could work independently or with up to three partners to analyze the rhyme scheme, alliteration, and form/structure in a poem of their choice. For etymology, students used an online etymological dictionary to

match each word with their original meaning. We always provide project models, instructions, and resources on Schoology, which is our online learning platform. During each marking period, my co-op gives our students pre- and post-tests to assess their content knowledge before and after the instructional period.

b. *What does a class period generally consist of?*

A class period is 43 minutes long. Students write their homework in their agendas, and we then start with an activator (Pear Deck, Kahoot, writing activity) to get students excited for that day's lesson. Then, we introduce the project or activity (if it is the first day that students are working on the project) or allow students to continue working on their current writing assignment. At the end of class, I typically ask students to answer a question that will help them reflect on today's lesson and get them to start thinking about the next day's instruction.

c. *Are students given free time during the class period? If so, how much and what activities do they engage in?*

I consider "free time" to mean time for students to work on their current writing assignment. We often give students class time to complete individual or group projects, and we encourage them to work on ELA assignments in their SOAR and Flex periods (study halls). However, we do not give them free time to simply talk to their peers or to do nothing in class. My co-op and I are strong believers in helping our students take responsibility by using their time wisely to complete work at school rather than having to complete it for homework.

d. *How do you work with students in your classroom?*

I conference with each of my students when they are working on independent or group projects. I want to check in on their progress, answer their questions, and provide them with constructive feedback for how they can improve their writing. I give students examples that relate to their own lives and I give them instructional models and graphic organizers to help them understand the content. I also check in with students during their study hall periods to make sure that they have completed each of their ELA assignments and to ask them about homework that they have to complete for their other classes.

4. Course Requirements

    a. *What are students required to do in the class?*

    Students are expected to listen to teacher instruction and to actively participate in discussions. They complete multiple text-dependent analysis writings throughout the year. Right now, they are rewriting a TDA essay that they wrote in the first marking period. They are currently reflecting on how they have improved their writing since August, and they use my co-op's constructive feedback to revise their essay. In addition, students sometimes have brief quizzes. I gave them a PSSA nonfiction practice quiz in which they had to answer eight reading comprehension questions after they read a PSSA released nonfiction prompt. They also had a formative quiz on sentence types after we spent three days reviewing sentence types, phrases, and clauses with our students. Students also frequently complete individual and group projects throughout each marking period. They complete presentations on *The Outsiders*, a poem of their choice, and a figure from Greek mythology. Students acted out *A Christmas Carol* during

the second marking period, and they complete independent projects on short

stories, etymology, and text-dependent analysis writing.

b. *What materials and supplies do students need?*

Students need a pencil, their individual laptops, their ELA booklet (they receive a

booklet for each marking period), and their daily agenda that they record their

homework in.

c. *How much class participation do the students require?*

Students are expected to participate in class every day. We frequently ask them to

give verbal and written responses during our activators and summarizers. We also

ask students to repeat instructions back to us so that we know that they understand

the task that they must complete. Students also participate in Kahoots, Pear Deck

responses, and Quizizz assessments that they complete online.

d. *What skills do students need to be successful in the classroom?*

Students must have grade-level speaking and listening skills, be able to implement

constructive feedback that we give them about their writing, take responsibility

for bringing the necessary materials to class, be able to submit assignments on

time, and be able to respectfully collaborate with their peers on partner/group

projects.

5. Class Assignments

a. *What types of assignments are given?*

We give formative quizzes, pre- and post-marking period tests, text-dependent

analysis writing, Google Slides presentations (poetry, parts of speech, *The*

Outsiders, Greek mythology), in-class individual assignments (etymology project,

short story project), and content review Quizlets that students must receive a 100% on by the end of each marking period.

b. *Describe frequency of assignments.*

Students have an assignment to work on every day. For summative project-based assessments such as the short story project and the poetry presentations, students have at least five days in class to work on the assignments. Students are given quizzes about once every three weeks, and they receive pre- and post-tests at the beginning and end of each marking period. They also complete a TDA practice writing at least once a marking period.

c. *How are directions presented?*

Directions are presented in multiple formats. We verbally present directions and we have a written version of the directions available for each student in their ELA booklets. A digital copy of the ELA booklet, specific templates, and models for each assignment are also available on Schoology.

d. *What are the homework requirements?*

Students have the entire marking period to earn a 100% on three review Quizlets. We encourage students to review the information in their ELA booklets outside of class and to work on long-term assignments in their SOAR and Flex periods. Otherwise, we do not give much homework because we provide students with adequate class time to complete each project. Assignments such as text-dependent analysis writing and the etymology project can only be completed in class.

6. Instructional Materials

a. *Title of textbook(s) used:*

My co-op creates each of the marking period booklets that my students use in our class. Students receive physical copies of *The Outsiders* to use in class, and my co-op posts digital copies of the short stories and *A Christmas Carol* on Schoology, along with providing hard copies in the marking period booklets. Students complete their text-dependent analysis writing in John Collins writing booklets that must remain in class. All class materials (except for the John Collins writing booklets) are available in a digital version on Schoology.

b. *What supplemental instructional materials are used?*

Students receive physical booklets of the short stories that we read (the booklets must remain in the classroom). I also created a list of commonly-asked questions on the short story project, the PSSA nonfiction practice quiz (on Schoology), and a fiction text-dependent analysis writing for students. The fiction writing includes a checklist of tasks that students must complete before, during, and after they write the fiction TDA essay. My co-op also provides earbuds for students to listen to audio versions of each story and whisper phones for students to read their writing out loud without disturbing their classmates. My co-op also creates a template for each presentation, so that students simply make a copy of the template and then insert their own information into their Google Slide.

c. *What modifications are made for students with disabilities?*

For our supported ELA class, we show them each step of how they can find project resources on Schoology and have the students follow along with us. We sometimes provide them with additional time to complete assignments. We also take the time to read the articles that correspond with TDA essays out loud with

these students. In addition, I bolded dependent clauses on the sentence types quiz

to give them a hint at the type of sentence that they were reading. We have one

student who has an IEP. Every day, I rate his motivation to complete in-class

writing on a form that was created by the special education teacher. I also give

him a behavior card as a nonverbal way of telling the student whether he is

meeting the expectations for learning during class (not calling out, listening to

directions, completing the writing task).

7. <u>Grading System</u>

   a. *What kinds of tests are given?*

      The only types of tests that we give are pre- and post-assessments at the beginning

      and end of each marking period. Students only receive a completion grade for the

      pre-test, because we are simply assessing how much of the content they have

      learned in previous years. The post-test is a summative grade of the students'

      content knowledge that they have learned during the marking period. My students

      also take the seventh-grade English/Language Arts PSSA in April.

   b. *How often are tests given?*

      Tests are given twice a marking period (pre-test at the beginning, post-test at the

      end).

   c. *What is the makeup policy for assignments, homework, and tests?*

      If a student is absent, they are given the number of days that they are absent to

      make up an assignment that they missed. Students receive 10% off their original

      grade if they turn in an assignment one day late, and a zero if they turn in the

assignment more than one day late. The same policy applies to tests and quizzes that they need to make up.

d. *Describe the grading criteria.*

The grading criteria varies based on the specific assignment that is being graded. On the short story project, students received ten points for correctly completing the requirements for each short story. They had to define a literary element, correctly apply the literary element to its corresponding story, and write a 4-6 sentence summary of each story. The entire project was worth 50 points. For the poetry presentation, students received 40 points for correctly analyzing the rhyme scheme, alliteration, and form/structure of their poem, making a complete personal connection to their poem, using correct grammar usage, and demonstrating grade-level presentation skills (eye contact with the audience, adequate volume). Students receive between 15-20 grades per marking period (there are four marking periods total).

8. Teacher Behaviors

a. *What do you like about the class?*

I like that my students frequently ask questions when they need clarification on an assignment. I also like that they are willing to participate and answer our questions in class. I am also glad that my students have plenty of time to work on assignments in class, so that they only have a minimal amount of homework to complete. I also create a warm and friendly atmosphere because I believe that my students will respect my co-op and I if we show them the same level of respect that we expect them to show us.

b. *What do you like about the curriculum?*

I like that my students engage in project-based learning rather than constantly taking tests and quizzes. I also like that my students read a variety of texts throughout the year, such as *The Outsiders*, *A Christmas Carol*, "Amigo Brothers," "Charles," "The Scholarship Jacket," and a variety of informational nonfiction texts. I also like how each marking period is structured around a theme rather than a specific story or genre of literature. Each theme revolves around my students' choices and the lessons that they can learn from them, and my students read a variety of genres in each marking period rather than one genre per marking period.

c. *Is there anything you would change about the way the class is conducted?*

I wish that technology was used as a resource to engage students in learning that they could not complete with a pencil and paper. Most of the technology that is used is simply a replacement for the same activity that students could write without technology. I also wish that I had more freedom to create my own lesson plans and to determine the pacing of instruction. However, I will have the freedom to create instruction at my high school placement, so my current placement is preparing me for the responsibilities that I will soon take charge of.

Intervention Goal

The goal of my interventions is to introduce my student to strategies that will help him stay motivated on a writing task for an entire class period. I also want to adjust my own teaching and classroom management strategies to help the MDT reach the intervention goal. Hopefully, MDT will be able to apply the writing strategies that he learns in ELA to each of his content-area classes.

-*Condition:* 7AT English/Language Arts classroom – 4th period Supported ELA Class; Instructional Aide present in class to clarify instructions, read texts aloud, enforce classroom management procedures, and record progress monitoring data for special education teacher; Student prefers to sit in the right corner of the room so that he can access manipulatives and class texts that are right next to his desk; Lesson materials provided below

-*Student Name:* MDT

-*Observable Behavior:* 1. Completes writing task for the class period

2. Follows teacher instructions and asks for clarification when necessary

3.

-*Criteria:* 1. MDT will come to class prepared with all necessary materials (Pencil, ELA booklet, Agenda) – **Frequency:** 3 Times a week, Teacher will measure behavior 3 times a week

2. MDT will complete a writing task when he is instructed to do so (Should only be instructed once to complete writing task) – **Frequency:** 3 Times a week, Teacher will measure behavior 3 times a week

3. MDT contributes relevant ideas to class discussions about the current writing task – **Frequency:** 3 Times a week, Teacher will measure behavior 3 times a week

4. When MDT is asked to work with a partner on a writing task, he completes his share of the writing task and contributes meaningful ideas to the writing task – **Frequency:** Once a week (when MDT is asked to work with a partner on a writing task), Teacher will measure behavior once a week

5. When MDT has no other homework, he will work on the current writing task during SOAR and/or Flex (Study Hall periods) – **Frequency:** Twice a week (when MDT has SOAR/Flex periods), Teacher will measure behavior twice a week (when MDT has SOAR/Flex periods)

6. MDT takes a 5-minute break after he works on a writing task for 30 minutes (Breaks are a positive coping strategy to help MDT remain motivated to complete a writing task and to

promote social-emotional learning – emotional coping/study skills); **Frequency:** 3 Times a week, Teacher will measure behavior 3 times a week

Objective

The long-term objective is for MDT to complete all English Language Arts writing tasks with teacher scaffolding and differentiated instruction as necessary. Here is a list of short-term goals that MDT will reach as he progresses toward the long-term objective:

1. *Benchmark/Intervention #1:* Follow teacher modeling for how to write a nonfiction text-dependent analysis essay (Lesson Plan #1)
2. *Benchmark/Intervention #2:* Work with a partner to analyze a poem, create a presentation, and present the poem analysis to the class
3. *Benchmark/Intervention #3:* Contribute meaningful ideas and writing to a writing task that the class completes together

Lesson Plans *(Full lesson plans and materials are on pages 33-44)*

-*Lesson Plan #1:* Nonfiction text-dependent analysis essay

Essential Question: How can we use evidence from an informational text to analyze connections between two themes in the text?

Instructional connection to target: MDT must analyze two common themes in an informational text and explain his analysis in writing. The text dependent analysis mirrors the nonfiction essay that he will be required to write on the 7th grade ELA PSSA.

Target benchmark: Follow teacher modeling for how to write a nonfiction text-dependent analysis essay

-*Lesson Plan #2:* Poetry presentations

Essential Question: How can we use the rhyme scheme and figurative language in a poem to analyze its meaning?

Instructional connection to target: MDT must collaborate with a partner to write an analysis of the rhyme scheme, alliteration, and their personal connection to their chosen poem. MDT and his partner will then share their writing with the class.

Target benchmark: Work with a partner to analyze a poem, create a presentation, and present the poem analysis to the class

-*Lesson Plan #3:* Sentence types review

Essential Question: How can I apply the correct usage of phrases and clauses to my own writing?

Instructional connection to target: MDT must reflect on the individual writing task (sentence types review) that he completed for homework and share his writing with the class. Therefore,

MDT is accountable for completing a writing task that was previously assigned so that he can reflect on and revise the writing task during class.

Target benchmark: Contribute meaningful ideas and writing to a writing task that the class completes together

Lesson Plan #1: Nonfiction Text-Dependent Analysis Essay

Unit Essential Question: How do Our Choices and the Life Lessons that Follow Affect Us?	
Date: 02/11/2020 (Tuesday)	**PA Standard:** CC.1.2.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

Essential Question: How can we use evidence from an informational text to analyze connections between two themes in the text?

Activator: Review each part of I.C.E. acronym by asking individual students to explain each part of I.C.E.;
I. (Introduce the quote with a lead-in and author's last name) C. (Cite with , "____" (author's last name). E. (Explain, analyze, and connect your citation to the prompt)

Teaching Strategies: TDA Google Slides presentation - Review the rest of the presentation with students
https://docs.google.com/presentation/d/1DaaN3_q0Dt06NAqeJ7XyLTppTspI1Q4VMHr_O5AONf8/edit#slide=id.g6ec0723253_0_0
-Physical copy of TDA Google Slides presentation - I labeled each copy with each element of the START sentence and ICE that students will follow as they complete the TDA
-Students respond to "The Power of Advertising" essay prompt and multiple-choice questions
-Essay prompt: How did the Industrial Revolution influence the advertising industry?

Summarizer: Reminder for students to finish remaining ICEs for the essay prompt and multiple-choice questions if they did not finish in class

Resources: Pencil, Agenda, TDA Google Slides Presentation, John Collins Writing Booklets

Extension Ideas: Rewrite TDA essay from MP #1 and compare results of the two responses

Resources for Lesson Plan #1: "The Power of Advertising" and Multiple-Choice Questions

MP#3 How Do We Learn From Our Choices

The Power of Advertising
By Shelby Ostergaard 2017
(Central Idea and Author's Main Purpose)

Advertisements are inescapable. They show up in between the shows people watch, in the magazines they read, even on the buildings they walk past. In this informational text, Shelby Ostergaard discusses the advertising industry, as well as the influence it has over people. As you read, take notes on what goes into creating an advertisement and what the goal of an advertisement is.

What is Advertising?

[1] Advertising is a way of communicating with people about a product or service. Usually, it gives people information about the product or service and to explain why they should buy it. Sometimes it communicates with people about why they should continue buying. In the case of advertising, communicating doesn't simply mean talking to them. Advertisements are communicated to people using every possible method, including television, radio, magazines, and websites. An advertisement can be anything from the commercial before a YouTube video to the small banner on the side of a webpage. These days, there are so many ways of communicating that people are nearly always being exposed to advertisements, from products endorsed by Kendall Jenner on Instagram to the lawyer's face on the bus bench.

*"Times Square" by These * Are * My * Photons is licensed under CC BY-NC 2.0.*

Who is Behind Advertising?

Worldwide, advertising is a billion-dollar industry, with nearly $500 billion spent in 2016. That includes the companies that place advertisements, the agencies that create them, and the media that runs them.

A really good advertisement isn't easy to make. Companies sometimes hire agencies to solve this problem for them. Advertising agencies write, design, and create the advertisement. Today, advertising agencies create all sorts of ads that go on TV, in magazines, across the bottom of mobile apps, and on the sides of buses. But not all companies use advertising agencies. Some hire creative people to work for their company and write, design, and create ads just for that company, year-round.

COMMONLIT

Text-Dependent Questions

Directions: For the following questions, choose the best answer. We will not eliminate one answer; you need to do that by annotating well and reading the questions and answers well before you read the text.

1. PART A: Which of the following identifies **the central idea of** the text?
   A. While many people consider advertisements to be annoying, they provide the public with necessary information and services.
   B. Advertisement are capable of manipulating people more than they realize, as ads convince consumers that certain products lead to specific emotions and experiences.
   C. With the development of technology, advertisements have become more informative and able to cater to specific viewers.
   D. Advertisements tend to focus their message on youth, as they are most likely to spend money on trendy products.

2. PART B: Which detail from the text **best supports the answer to Part A?**
   A. "That industry includes the companies that place advertisements, the agencies that create them, and the media that runs them." (Paragraph 2)
   B. "Without advertising, we likely would not have television shows, magazines, newspapers, or internet content that we could watch or read without paying a subscription fee." (Paragraph 4)
   C. "The ads were also incredibly localized. Philadelphia newspapers ran ads in the back of the paper, informing consumers about Philadelphia stores and products." (Paragraph 5)
   D. "Through the power of advertising, a scented candle becomes synonymous with the feeling of warmth, coziness, and being at home." (Paragraph 8)

3. PART A: What is the **author's main purpose** in paragraph 11? THEME!
   A. to show how advertisements can be dangerous by creating unattainable images that consumers wish to embody
   B. to provide readers with suggestions about how to avoid the negative influence of advertisements
   C. to suggest that the advertising industry needs to change the message it directs at consumers
   D. to prove to consumers that advertisements never use real images or information about their products

4. PART B: Which section from **paragraph 11 best supports the answer to Part A?**
   A. "A makeup company, like Maybelline, wants people to associate its product with feeling happy, healthy, skinny, and naturally beautiful."
   B. "The company comes up with a slogan — Maybe she's born with it, Maybe it's Maybelline. And they hire a slim model to wear the product in the advertisement."
   C. "And so people buy the product to look like the model... even though the model looks that way because of Photoshop, not mascara."
   D. "Advertisements work to sell things through association and brand recognition, not by conveying truth."

Created by J. Boyer

Resources for LP #1: TDA Essay Prompt and START Sentence

COMMONLIT

5. How did the industrial revolution influence the advertising industry? Use Paragraph 6 and include a S.T.A.R.T. sentence then 3 (three) I.C.E. examples to prove that the industrial revolution influence the advertising industry! Please add the "SKIPS" and skip a line.

Skip

Skip

S.T.A.R.T.

In an article, on *CommonLit; Inc.*"The Power of Advertising," Ostergaard explains how the Industrial Revolution influenced the advertising industry by changing the way products were produced, advertising companies spent more on ads, and ads became more important, so ads involved writers, artists and musicians.THEN-ICE ICE BABY FOLLOWS DIRECTLY AFTER the START

Resources for LP #1: ICE (Introduce, Cite, Explain) #1 and ICE #2

E.xplain Analyze/Answer-Connect to Question/Prompt #1

NOW-Explain, Analyze and Connect to the question/prompt =4 SENTENCES-This is your 1st reason of 3 reasons

As Ostergaard hold the position that in paragraph 6, "...as the industrial revolution took hold of the country, suddenly there were more standardized products on the market." No more was there just one type of a product. Now, there were several companies selling the same product. So, this created competition. With the competition, there came a need for companies to get their product name in front of the consumer.

E.xplain,Analyze/Answer-Connect-Question/Prompt #2

2 SENTENCES THAT define it   **2 sentences that connect it to the prompt**

As Ostergaard explains in paragraph 6,

" _____ " _____

_____ .

_____ . _____

_____ . _____

_____ .**NEXT ICE HERE**

-Directly follows it! And then one more!

Resources for LP #1: ICE (Introduce, Cite, Explain) #3 and Teacher Model

Explain-Analyze-Connect-Question/Prompt #3

2 SENTENCES THAT define it	2 sentences that connect it to the prompt

Ostergaard's findings confirms that, "_____."

_____

_____.

_____.

_____.

     In an article, on *CommonLit; Inc.* "The Power of Advertising," Ostergaard explains how the Industrial Revolution influenced the advertising industry by changing the way products were produced, advertising companies spent more on ads, and ads became more important, so ads involved writers, artists and musicians. As Ostergaard hold the position that in paragraph 6, "...as the industrial revolution took hold of the country, suddenly there were more standardized products on the market." No more was there just one type of a product. Now, there were several companies selling the same product. So, this created competition. With the competition, there came a need for companies to get their product name in front of the consumer. As Ostergaard explains in paragraph 6, " _____,"
_____.____
_____._____._____
_____.Ostergaard's-findings-confirms-that,"_____
_____." _____._____._____.
_____._____. Therefore, the industrial revolution made great changes in the advertising industry.

Lesson Plan #2: Poetry Presentations

Unit Essential Question: How do Our Choices and the Life Lessons that Follow Affect Us?	
Date: 02/18/2020 (Tuesday)	**PA Standard:** *E07.A-C.2.1.3:* Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Essential Question: How can we use the rhyme scheme and figurative language in a poem to analyze its meaning?

Activator: 1. Have students who submitted their parts of speech project on Schoology raise their hands. Remind students who did not submit that they must submit their project today for a 10% late fee.
2. Introduce resources for poetry project:
-https://www.symbaloo.com/mix/poeminyourpocket
-poemhunter.com
-poets.org
-poetryfoundation.org

Teaching Strategies: -Introduce guidelines for poetry presentation - Review Template to Copy for Poetry Project Presentation (on front screen, students follow along on Schoology)
https://docs.google.com/presentation/d/1DiHm_2Ndahm1E5dCKtOcV8xjbGrVFx4HeFd88xgDBmg/edit#slide=id.g52c2c38661_0_35

1. Title Slide: Title of Poem, Poet's Name, Images to catch our attention, First/Last names, Period #
2. Poem's Title: Copy of poem to read, Highlight rhyme scheme in poem
3. Rhyme Scheme: Highlight rhymes in poem
4. Alliteration: Definition of alliteration, Highlight alliteration in poem
5. Form and Structure of the Poem: Form of poem, Structure of poem, Definition of form used, Definition of structure used, # of stanzas in poem
6. Why I (We) Love This Poem SO MUCH! (Part One): Why do you love this poem so much? How did you feel when you read the poem? Since you have chosen the poem, can you recite it?
7. Why I (We) Love This Poem SO MUCH! (Part Two): What other poetry has this poet written that you also enjoy? Interesting facts about why you chose this poem; Background on why this poem is so amazing to you
8. Biography of Poet: Any information that you can find about the poet (Ex: Birthday, Hometown, Titles of other poems that they have written)
9. Works Cited: MLA Format; Use easybib.com
10. Final Slide: THANK YOU!! Now you see why my (or our) poem is our favorite!

-Also have students refer to Poetry Presentation Graphic Organizer (available on Schoology) for specific information to include on each slide
https://docs.google.com/document/d/1goPfSsA5Gdnfwci8Lc87UKvhhbbgxCPgmioJsrfpSd0/edit
-Review where students will submit the assignment after they have checked in with me and are completely finished: "Poetry Presentation Google Slides Submit HERE"

1. Click on "Poetry Presentation Google Slides Submit HERE
2. Click on "Submit Assignment"

3. Click on "Resources" at the top of the dropbox
4. Click on "Apps" on the left-hand side of the dropbox
5. Click on "Google Drive Resources App"
6. Check the box next to your poetry presentation - Double-check that you are submitting the correct assignment!
7. Click "Import"

Summarizer: I will have three students volunteer to tell me the following information:
1. Where can I find the links to the poetry Symbaloo and credible poetry websites? (Answer: Schoology, MP #3 Class/Homework Folder)
2. Where can I find the template to copy and models of A+ poetry presentations from last year? (Answer: Schoology, MP #3 Class/Homework Folder)
3. What is the name of the dropbox where I will submit my poetry presentation after I have checked in with Ms. Ponti? (Answer: Poetry Presentation Google Slides Submit HERE)

Resources:
1. Laptops
2. Mrs. Boyer's 7th Grade ELA Schoology Page
3. Links to Poetry Websites: https://www.symbaloo.com/mix/poeminyourpocket, poemhunter.com, poets.org, poetryfoundation.org
4. Template to Copy for Poetry Project Presentation: https://docs.google.com/presentation/d/1DiHm_2Ndahm1E5dCKtOcV8xjbGrVFx4HeFd88xgDBmg/edit#slide=id.g52c2c38661_0_40
5. Model of A+ Poetry Presentation: https://docs.google.com/presentation/d/1h-JvjUoUZXfH_6Ovup_r4Pwyt_uPR5bXBQ2KLhs-LJg/edit#slide=id.p
6. Poetry Presentation Graphic Organizer: https://docs.google.com/document/d/1goPfSsA5Gdnfwci8Lc87UKvhhbbgxCPgmioJsrfpSd0/edit

Extension Ideas: Pear Deck Activators/Summarizers on Poetry Presentation, Poetry scavenger hunt in IMC or various poetry/ELA websites: Students can search the EV Media Center or Google various poetry websites to find other poems that they can analyze and read for fun!

Resource for Lesson Plan #2: Items that Must be Included in the Poetry Presentation

Slide	Information Needed
Title Slide	*Title of Poem *Poet's Name *Images to catch our attention and relate to your poem choice *Presented by (Your first and last name(s) and Period #)
Poem's Title	*Copy of poem to read (Practice reading before you present!) *Highlight the rhyme scheme in the poem
Rhyme Scheme	*Highlight the rhymes in your poem	
Alliteration	*Definition of alliteration *Highlight alliteration in your poem
Form/Structure	*What is the form of your poem? *What is the structure of your poem? *How many stanzas are in your poem? *The definition of the form in your poem *The definition of the structure in your poem
Why I (or We) Love the Poem! (Part 1)	*Why do you love this poem so much? *How did you feel when you read the poem? *Since you have chosen the poem, can you recite it?
Why I (or We) Love the Poem! (Part 2)	*What other poetry has this poet written that you also enjoy? *Interesting facts about why you chose this poem *Background on why this poem is so amazing to you - CONVINCE US!
Biography of Poet	*Any information that you can find about the poet *Examples: Birthday, Hometown, Titles of other poems they have written
Works Cited	*MLA format - https://www.easybib.com/
Final Slide	*THANK YOU!!

Lesson Plan #3: Sentence Types Review

Unit Essential Question: How do Our Choices and the Life Lessons that Follow Affect Us?	

Date: 02/28/2020 (Friday)	**PA Standard:** *CC.1.4.7.F:* Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Essential Question: How can I apply the correct usage of phrases and clauses to my own writing?

Activator: *Remind students of the MP #3 booklet pages that they are completing:* I will call on a student volunteer to remind us of the phrases/clauses workbook pages that they will complete in class today. Then, I will have another student answer the following question: What is a skill that you can learn by completing these pages today?

Teaching Strategies: *Pages CP1, CP2, CP4, CP7, and CP8 in the MP #3 Booklet*: I will give students no more than five minutes to complete each page before I review the page with everyone. For example, students will first complete page CP1 on their own. I will then ask a student to come up to the board to fill in the correct answers to each question. I will continue the same pattern with each page (CP2, CP4, CP7, CP8).

Page CP1 (What is a Clause?): Identify each boldfaced group of words by writing IND for independent clause and DEP for dependent clause.

Page CP2 (What is a Clause?): Identify each boldfaced group of words by writing IND for independent clause and DEP for dependent clause (top half). This paragraph includes three dependent clauses that are not attached as they should be to independent clauses. Students will add the missing punctuation marks to the paragraph (bottom half).

Page CP4 (Simple and Compound Sentences): Identify each sentence below with S for simple or CD for compound.

Page CP7 (Complex Sentences): In each complex sentence below, underline the independent clause and circle the first word of each dependent clause (top half). In each of these complex sentences, underline only the independent clause and circle the first word of each dependent clause (bottom half).

Page CP8 (Complex Sentences): In each of these complex sentences, underline each independent clause once and each dependent clause twice (top half). Identify each sentence below with S for simple, CD for compound, or CX for complex (bottom half).

Summarizer: *Kahoot* (will most likely be the first Kahoot, but I listed both of them just in case): Each of our classes will be at different points of completion. Some of our classes were able to start the booklet pages yesterday, so they will have more time to play Kahoot than classes that did not have time to start working on the pages yesterday.
-"Simple, Compound, and Complex Sentences"
-"Types of Sentences: Simple to Compound-Complex"

Resources:
-Pencil
-MP #3 Booklet Pages CP1, CP2, CP4, and CP8

-Digital Version of MP #3 Booklet to project on front screen
-Virtual Mouse
-Virtual Pen
-"Simple, Compound, and Complex Sentences" Kahoot (Questions and Answers below)
https://docs.google.com/document/d/1S9KDjMKUicN0M9Au1dR9Ne4HGwmTO93J6BX37uVk5B8/edit
-"Types of Sentences: Simple to Compound-Complex" Kahoot (Questions and Answers below)
https://docs.google.com/document/d/1i3hWfGFaNiNoFQ8_vBg2Fj1YdGy_BOcezdv1TsQ4vVI/edit

Extension Ideas: Phrases and Clauses quiz on Tuesday, 3/3
-Applying correct usage of phrases/clauses to the upcoming revision writing of the MP #1 TDA essay
-Students create their own quiz (for a partner to take) on the correct usage of phrases/clauses

Resources for Lesson Plan #3: Sentence Types Review

Identifying Independent and Dependent Clauses

Identify each boldfaced group of words by writing **IND** for independent clause and **DEP** for dependent clause.

1. Anyone with a checking account keeps track of the checks **that he or she writes.**   *DEP*

2. Your check register is **a record of your checks and their amounts.**   *IND*

3. Veronica, **who is a very organized person,** keeps good financial records.   *DEP*

4. If you don't keep track of your funds, **you might write a bad check.**   *IND*

5. A bad check is called bad **because there is no money in your account to pay it.**   *DEP*

6. An orderly register **tells the exact amount of money in your account.**   _____

7. **If you have little or no money left,** you cannot write any more checks.   _____

8. A bank charges an extra fee **whenever your funds won't cover your checks.**   _____

9. **Each month, the bank sends you a statement** that shows what came into or went out of the account.   _____

10. Every bank has its own **rules about what fees it charges.**   _____

11. A checking account **that has a certain amount of money in it** will earn interest.   _____

12. **Before Andrew opened his checking account,** he asked about the bank's fees.   _____

CP1

2. The store made many sales, but the prices must have been too low.

3. Perhaps the problem was (that the expenses were simply too high.   *DEP*

4. (When the store paid its own bills, there was no money left.   *DEP*

5. Naturally, the people (who owned the store weren't happy.

6. The owners announced that they were selling the store.

7. (Although the store has been closed for six months, I still miss it.

8. I had hoped to work at that store when I was old enough for a job.

9. Doesn't the activity in a store appeal to you?

10. Maybe the mall (where the store was charged a high rent.

11. If (I ever start a store of my own, I'll watch costs carefully.

12. Before I open the store, I'll learn more about running a store.

B. Identifying and Correcting Fragments

This paragraph includes three dependent clauses that are not attached as they should be to independent clauses. Rewrite the paragraph, connecting the dependent clauses to independent clauses.

Most teenagers get an allowance. They can spend this money. However they choose. Some teens spend the money on clothing and other items that they need. Others spend their allowance carelessly on things. That are soon thrown away. Many teens save some of their allowance. Teens who save will have money. When they really need it.

Identifying Kinds of Sentences

Identify each sentence below with **S** for simple or **CD** for compound.

1. Greg shoveled the snow, and his brother began a snow sculpture. — *CD*
2. The boat nosed up to the dock; our trip was finally over. — *CD*
3. Tom and Gail quickly cut and stacked the firewood. — *S*
4. Several people listened, but nobody volunteered. — *CD*
5. Sheila calls it a dragonfly; I call it a darning needle. — *CD*
6. Did you and Lee walk or ride to your dance class? — _____
7. Gina and Dave picked the wildflowers, and we arranged them. — _____
8. The clown made a face; the child burst into laughter. — _____
9. Her mother went to the trade show, but Doreen stayed home. — _____
10. Wang and his brother looked at the problem and spotted the solution. — _____
11. Mrs. Ballak may be in court, or she may be in her office. — _____
12. Snow fell; winter was now upon us. — _____
13. Kathy phoned this morning, but our phone was out of order. — _____
14. The radio crackled with static and then went out. — _____
15. We could play a video game, or we could go to Jim's house. — _____
16. Lou has been baking bread, and Connie is making a big salad. — _____

B. Identifying Kinds of Sentences

Identify each sentence below with **S** for simple, **CD** for compound, or **CX** for complex.

1. Scientists can determine the relative age of fossils from the layers of rock in which the fossils are found. — *CX*
2. Fossils in lower layers are older; those in higher layers are younger. — *CX*
3. The oldest fossils of any group of living things are simpler than the more recent fossils are. — *CX*
4. To scientists, this is clear evidence that plants and animals change over time. — *CX*
5. The oldest fossils are approximately 3.5 billion years old. — _____
6. These ancient fossils are traces of bacteria, which are one-celled organisms. — _____
7. Animals without backbones came into being about 700 million years ago, but animals with backbones did not appear until about 500 million years ago. — _____
8. If you could travel in time, would you go to the time of the dinosaurs? — _____
9. Even the air must have smelled different that long ago! — _____

Analysis of Progress Monitoring Data

-*Summary of Data:* Overall, my targeted instruction benefited my student. I used my co-op's suggestions to create a learning environment in which my student felt more motivated to complete a writing task and became more skilled at regulating his emotions and social interactions during class.

-*Progress Monitoring Graph and Table*
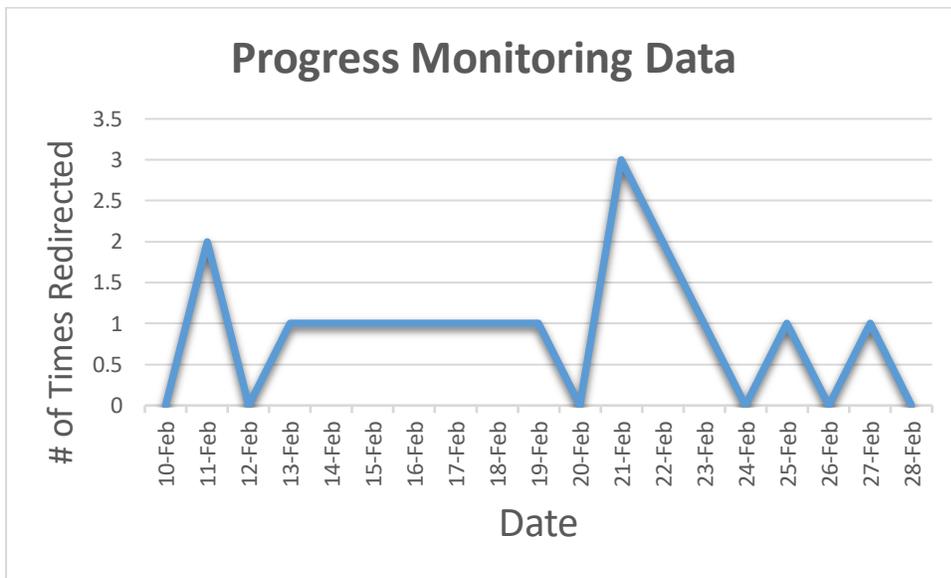
Date	# of Times Redirected (Targeted Instruction Days are Highlighted)
2/10	0
2/11	**2**
2/12	0
2/13	1
2/18	**1**
2/19	1

2/20	0
2/21	3
2/24	0
2/25	1
2/26	0
2/27	1
2/28	**0**

-*Intervention if student was not making progress:*

1. Ask the student, special education teacher, parent, and cooperating teacher for further suggestions

2. Consider having student collaborate with a classmate more frequently

3. Meet with student individually 2-3 times a week to provide additional time on writing tasks

4. Have student work on writing task for 15-20 minutes at a time, and then give student a break (read a book, draw, play educational game on Chromebook)

-*Recommendations if student met the goal:*

Continue to provide teacher modeling, small-group/partner collaboration, and create frequent opportunities for student to contribute to whole-class discussions on student writing