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Yes

5th grade
L.A.

Teri Martin

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Grade 5

Reading/Language Arts

Shakespeare

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Contextual Factors

_____ is located in Traer. The town of _____ and the surrounding area has a population of approximately 2500 people. Many of the community members are farmers or are occupied in what would be considered blue collar Jobs. There are two local factories which employ several people, as well as many downtown businesses. Some community members travel to _____ for employment, while others travel to _____ to work in the _____. Despite its size, the community is very stable. The school district has had its ups and downs with enrollment, but the next few kindergarten classes will be larger than usual, which will help the K-12 enrollment to remain constant.

Community
Characteristics

There are currently 275 students enrolled in kindergarten through sixth grade. Out of those 275 students, forty-three qualify for the free or reduced lunch program. Seven students come from a racial/ethnic background different than Caucasian- The parents of the elementary students, as well as other community members, are very supportive of the school. Almost ninety-six percent of parents attend parent-teacher conferences. There are many parents who volunteer to assist teachers in the classroom and in other school-related activities. Parents and other community members provide financial support through fundraisers, sports boosters, and music boosters. The local businesses and factories also donate needed supplies and funds to the school on a regular basis.

My fifth, grade students are provided desks which-are aligned in rows. The room also contains an overhead projector and screen, two computers for the students to use that do not have Internet access, and one computer for the teacher to use that does have Internet access. A TV/VCR cart is shared between the two fifth grade teachers. Teachers can sign up to use the Mac lab, which is very closely located to my classroom. It houses twenty-five fairly new Macs that are connected to the Internet and contain several educational software programs.

Classroom Characteristics

My students range in age from ten to eleven years old. I have thirty-three students who are split into two sections. There are two sets of identical twin boys between the two sections. I have fifteen female students and eighteen male students. One female student is Native American and the rest of my students are Caucasian. One of my female students is afflicted with Fetal Alcohol Syndrome. Four students, including the student with Fetal Alcohol Syndrome, receive assistance from the resource room teachers. Three of my students have also been identified as Talented and Gifted. All of my students are very social and active. They enjoy working with others and having the opportunity to use the computers whenever possible. Many of them lack some basic writing skills and perceive writing a one page journal entry as challenging. My students have very little prior knowledge of William Shakespeare and his writings. They have been taught several basic writing skills through DOL (Daily Oral Language), but fail to use those skills when writing. They are familiar with the five-step writing process and realize it is important their writings have a clear beginning, middle, and ending section.

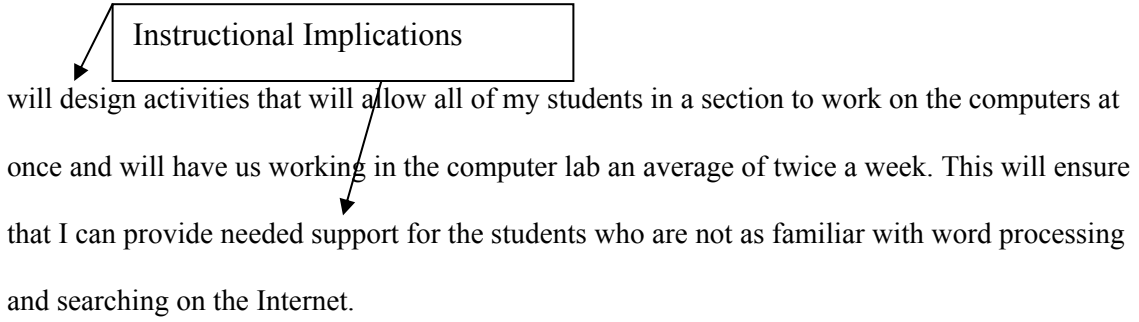
Individual Student Characteristic

Student prior skills and knowledge.

Almost all of my students live with at least one birth parent, but many of them do not receive one-on-one time with their parents in the evenings because of the parents' work schedules or other factors. Also, many of them do not have Internet access outside of school. I plan on having my students work with others during most of this unit to provide opportunities of learning how to successfully work with and learn from others. I will provide direct instruction when we are discussing topics that are new or difficult. I will also work closely with the resource room teachers to ensure that they can provide needed support for the students they assist every day. I will pair my weaker students with stronger students during partner activities and switch groupings for various partner activities to give my students the chance to work with a wide range of their peers. I will also put my students into groups of five or six students for most of the activities. These groups will contain two high-ability students, two average-ability students, and two low-ability students. I will also mix male students with female students while they work in groups.

Instructional Implications

Instructional Implications



will design activities that will allow all of my students in a section to work on the computers at once and will have us working in the computer lab an average of twice a week. This will ensure that I can provide needed support for the students who are not as familiar with word processing and searching on the Internet.

Learning Goals

Learning Goals –

1. Students will be able to define, give an example, and write a sonnet in context.
2. Students will be able to define, give an example, and write alliteration in context.
3. Students will be able to define, give an example., and write a simile in context.
3. Students will successfully understand and implement the five-step writing process complete a play.
5. Students will successfully understand and implement basic mechanical and grammatical rules.
6. Students will understand the importance and function of a clear beginning, middle, and ending, and implement all three parts while writing.

Goals define what students are expected to know and do. Not written as activities.

Type and Level of learning –

According to Bloom's Taxonomy,. Learning Goals L-2,. and 3 are part of the Cognitive Domain and are at the Synthesis level of learning. Learning Goals 4, 5, and 6 are part of the Cognitive Domain and are at the Application level of learning.

Varied Types and Levels.

Appropriateness for students –

Learning Goal 1 is very specific to this unit. Students do not typically study sonnets at the fifth grade level, but they do study simple forms of poetry and begin to develop an understanding of the rhythm and rhyme patterns found in some types of poetry. This learning goal will expose students to a form of poetry which is often ignored in poetry units at this grade level and will also help the students to develop an appreciation for William Shakespeare and his works.

Learning Goals 2 and 3 focus on specific types of writing. Similes are very common and used by the students quite often in their everyday lives. Learning Goal 3 will help the students categorize the phrases they already use into similes or non-similes. Alliteration, although an unfamiliar word and idea to fifth grade students, is very easy to understand and create based on their vocabularies and understanding of the alphabet.

Learning Goals 4, 5, and 6 are very appropriate for my students. These ideas are crucial to becoming a successful writer and the more opportunities the students get to put them into practice, the more their writing of any type will improve.

Alignment with local and national standards –

Learning Goals 1, 2, and 3 align with the following local and national standards:

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_____ Community School District Language Arts Department Fifth Grade Standard 5:
"All students will write effectively for a variety of purposes."

National English Language Arts Standard 4: "Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes."

National English Language Arts Standard 5: "Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes."

Learning Goal 4 aligns with the following local and national standards:

_____ Community School District Language Arts Department Fifth- Grade Standard 3:
"All students will demonstrate competence in the general skills and strategies of the writing-process."

_____ Community School District Language Arts Department Fifth Grade Standard 4:
"All students will write with a command of the grammatical and mechanical conventions of composition."

_____ Community School District Language Arts Department Fifth Grade Standard 5:
"All students will write effectively for a variety of purposes."

National English Language Arts Standard 5: "Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes."

National English Language Arts Standard 6: "Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts."

National English Language Arts Standard 7: "Students conduct research on issues and interests by generating, ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience."

National English Language Arts Standard 8: "Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge."

National English Language Arts Standard 12: "Students use spoken, written, and visual language to accomplish their own purposes."

National Standards- for Arts- Education, Theater (5-8) 1; " Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, *and* history."

National Standards for Arts Education, Theater (5-8) 5: " Researching by using cultural and historical information to support improvised and scripted scenes."

Learning Goal 5 aligns with the following local and national standards:

North Tama Community School District Language Arts Department Fifth Grade Standard 4: "All students will write with a command of the grammatical and mechanical conventions of composition."

National English Language Arts Standard 6: "Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts."

Learning Goal 6 aligns with the following local and national standards:

North Tama Community School District Language Arts Department Fifth Grade Standard 5: "All students, will write effectively for a variety of purposes."

National English Language Arts Standard 5: "Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes."

Assessment Plan

Pre-assessment/Post-assessment –

I will informally pre-assess my students for Learning Goals 1, 2, and 3 by simply asking them if they have ever heard of sonnets, alliteration, or similes. I am very confident that if they have heard these words they may have only a vague idea what they mean. and will not be able to provide an example to illustrate them. These are not topics which have been formally taught by any of their previous teachers. As a post-assessment for these three learning goals, the students will be asked to write a definition for sonnets, alliteration, and similes, as well as provide an example for each. Each question will be worth two points., with partial credit being assigned if the student provides a partially correct response.

Scoring

I will also use an informal pre-assessment for Learning Goals 4 and 6. I know my students are very familiar with the five-step writing process and have implemented it during several writing activities. I also know that my students-have been taught the importance of including a beginning, middle, and ending while writing. I will have a class discussion about the content of Learning Goals 4 and 6 by asking the students to explain the parts of the five-step writing process and why they should include a beginning, middle, and ending in a piece of writing. I will facilitate this discussion and evaluate the students' responses, to gain a general understanding of the prior knowledge of the class. I will formally post-assess Learning Goals 4 and 6 by evaluating whether or not the students implemented these two ideas while writing their plays. I have designed a rubric, which will allow me to give the students credit for being successful with these learning goals.

Scoring

I will use the same tool to pre-assess and post-assess the content of Learning Goal 5. The students complete Daily Oral Language lessons every week. I will ask the students to correct their weekly DOL assessments at the beginning of the-week and then again at the end of the week. Each sentence will be worth two points. If a student makes one error in a sentence, he/she will

lose one point for that sentence if the student makes more than one error in a sentence, he/she will lose two points for that sentence.

Formative Assessment-

I will formatively assess Learning Goals 1,2, and 3 as I introduce these topics to my students. After we have discussed these ideas and I have given the students examples from within Shakespeare's works, I will ask my students to write five similes, five examples of alliteration, and a sonnet as homework assignments. I can then evaluate the quality of their work and decide if any other extensions or mini-lessons are needed.

Formative Assessments for each learning goal.

Learning Goal 4 will be formatively assessed as my students actually go through the five steps of the writing process. I will monitor their progress and check in with each group every day as they move forward. I will be able to evaluate how well they understand each step because they will not be allowed to proceed until they have successfully completed the previous step.

Learning Goal 5 will be formatively assessed as we discuss the DOL sentences every day. I will ask the students to make suggestions about what needs to be corrected in each sentence. This will help me to understand if there are specific rules that they already understand or other specific rules that they have difficulty identifying.

I will formatively assess Learning Goal 6 in a similar fashion as Learning Goal 4. I will conference with each group as they begin to form the outline of their script. I can listen to their ideas and ask them to suggest possibilities of how they can make their beginning and ending distinct from the middle of the play. I can then evaluate whether they were successful implementing their ideas as I read the rough drafts of their plays.

Aligned with Learning Goals

Assessment Plan Table

Variety of Assessments

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 1 Students will be able to define, give an example, and write a sonnet in context.	Pre-Assessment	Informal discussion	Encourage student to participate Read directions and practice one-on-one Read questions aloud
	Formative Assessment	In-class work, homework	
	Post-Assessment	Definition/Example Test	
Learning Goal 2 Students will be able to define, give an example, and write alliteration in context.	Pre-Assessment	Informal discussion	Encourage student to participate Read directions and practice one-on-one Read questions aloud
	Formative Assessment	In-class work, homework	
	Post-Assessment	Definition/Example Test	
Learning Goal 3 Students will be able to define, give an example, and write a simile in context.	Pre-Assessment	Informal discussion	Encourage student to participate Read directions and practice one-on-one Read questions aloud
	Formative Assessment	In-class work, homework	
	Post-Assessment	Definition/Example Test	
Learning Goal 4 Students will successfully understand and implement the Five-Step writing process to complete a play.	Pre-Assessment	Informal discussion	Encourage student to participate Sit close to student and ask questions to check understanding Discuss components one-on-one
	Formative Assessment	Small group meetings	
	Post-Assessment	Rubric	
Learning Goal 5 Students will successfully understand and implement the basic mechanical and grammatical rules.	Pre-Assessment	DOL test	Read sentences aloud Proximity, make sure student fixes errors correctly Read sentences aloud
	Formative Assessment	Discussion of DOL sentences	
	Post-Assessment	DOL test	
Learning Goal 6 Students will understand the importance and function of a clear beginning, middle, and end, and implement all three parts while writing.	Pre-Assessment	Informal/discussion	Encourage student to participate Provide student with visuals of rough draft to follow during discussion Discuss components one-on-one
	Formative Assessment	Small group meetings, rough draft	
	Post-Assessment	Rubric	

Appropriate Adaptations.

Design for Instruction

How results of pre-assessment will affect teaching.

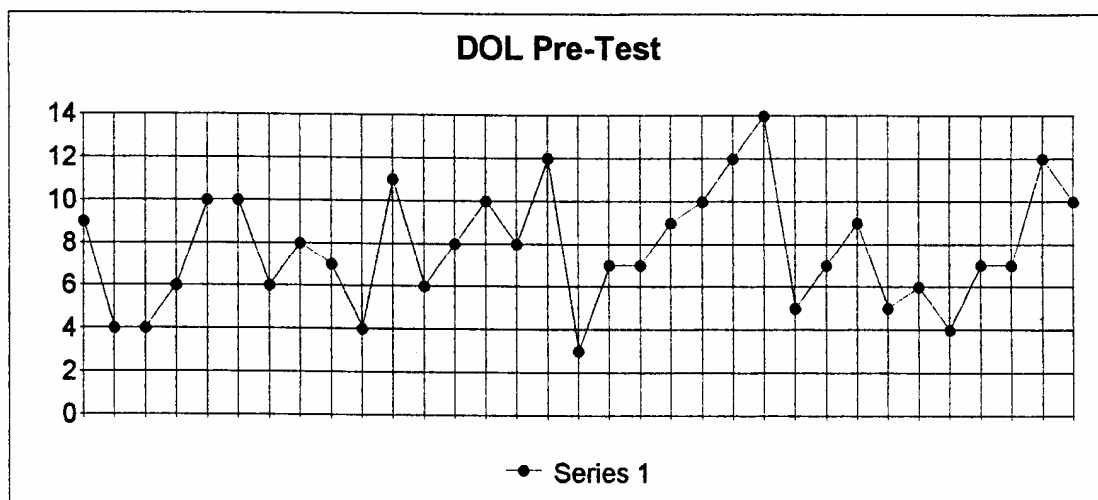
Results of Pre-Assessment –

My students had no prior knowledge of sonnets, alliteration, or similes. They had not heard these words and could only guess what they meant. This was what I was expecting, and I plan to use the direct teaching strategy to introduce my students to each of these new ideas. I will also need to use examples with which the students can relate and give them plenty of opportunities to create their own sonnets, similes, and alliterations and then receive feedback on their efforts.

The students were fairly familiar with the concepts of the five-step writing process. Working together as a class, they were able to list and define what occurs in each step.

The students have a good foundation in this area, so we will briefly review the procedures found in each step. I will monitor each group as they go through this process and ensure that they have successfully finished every part of each step before moving-on to the next step.

The students were able to define the purpose of the beginning, middle, and ending parts of a written piece of work. They listed characteristics of each section and were able to relate those ideas to stories they had read. I will monitor the groups and the plots of their scripts. I will prompt my students to develop these parts further if needed through questioning techniques.



The chart above shows the results of the Pre-Assessment for Learning Goal 5. There were twenty points possible. The high score was 14 and the low score was 3. The average score was 7.8. I want to balance the time we spend on DOL between direct instruction and practice. We will look at each sentence individually and the students will be given at least one more time to take the test before we take the post-test for a final grade.

Activities –

Alliteration: I will take the students to the computer lab and ask them to open up the Web Quest I created to assist me in teaching this until on Shakespeare. We will discuss the definition of alliteration and I will give them the example of several common tongue twisters. The students will read the passages from Shakespeare's works that contain examples of alliteration. I will ask a student to read the first passage aloud and then we will discuss the alliteration it contains. I will ask the students to justify their responses. We will follow the same procedure for the second passage. I will then ask the students to connect to a BBC educational Web site that contains activities about alliteration. I will ask the students to complete those activities and then write five original sentences containing alliteration. Each sentence must be at least six words in length. This activity provides students with the foundation in alliteration they need to successfully meet Learning Goal 2. The students must define alliteration in their own words and apply their new knowledge to a variety of writing activities that build on one another. The students need access to computers with Internet access, a piece of paper, and a pencil to complete the activity. I will assess my students' understanding as I answer questions they may have as they work on the assignment. I will also be able to see how many students were successfully able to write their own alliterations when I look over their assignment. I can also give the students written feedback on their assignment and then work with them individually to improve their understanding.

Technology

Relation to learning goal

Materials needed

Assessment

DOL: The students will be given a sheet that contains their DOL sentences for the week. They will be asked to correct the errors in the first five sentences. After giving them a few minutes to work on those sentences, I will refocus the class and we will go over each sentence one at a time. I will ask the students to locate one error, tell me how to fix it, and then tell me why that is the right way to correct it. This activity correlates with Learning Goal 5. Based on the pre assessment students need time to work on the sentences on their own, as well as receive direct instruction about the errors the sentences contain. Each student will need a DOL sheet and a pencil. I will use an overhead to project a transparency of the DOL sheet or write the sentences on a blackboard or dry erase board. I will assess student learning on the type of responses I receive from the students. I will know what errors they could easily locate and what errors were more difficult to find.

Sonnet: As an introduction to sonnets, I will have the students listen to an audio recording of a Shakespearean sonnet. We will then talk about the characteristics of the sonnet and establish that sonnets are fourteen lines long and follow a specific rhyme pattern. I will then break down that rhyme pattern and work with the class to write one sonnet together. After we have written one sonnet as a group, the students will be assigned to individually write a sonnet. This activity correlates with Learning Goal 1. Because this is a new concept for my students, I will provide a lot of direct instruction and scaffolding- I will ask my students to justify their responses to ensure they understand why their answers are correct or incorrect. This activity requires the audio recording, which was on a CD, a CD player, a piece of paper for each student, a pencil for each student, and a blackboard or dry erase board. I will assess the student responses as we write the class sonnet to find out which students understand the concept and which may need more guidance. I can also evaluate the sonnets they write on their own.

Relation to Learning Goal

Appropriate
Technology

Technology –

I included the use of a variety of technological resources to teach this unit. My entire unit is based on a Web Quest, so the students and I will spend a lot of time in the computer lab working through each step and activity. I have selected Web sites that give my students more practice on the concepts we are studying. The students also learn file management as we will be saving several files in different locations. The students will also be able to practice their word-processing skills as they type various written assignments. I will use an audio CD to help bring the words of Shakespeare to life and give them meaning and feeling.

Instructional Block Plan

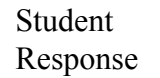
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Introduce alliteration – work in computer lab – assign 5 examples as homework Learning Goal 2</p> <p>DOL Sentences 1 & 2 Learning Goal 5</p>	<p>Introduce simile – work in computer lab – assign 5 examples as homework Learning Goal 3</p> <p>DOL Sentences 3, 4, & 5 Learning Goal 5</p>	<p>Introduce sonnet – write sonnet together as a class – assign sonnet as homework Learning Goal 1</p> <p>DOL Sentences 6, 7, & 8 Learning Goal 5</p>	<p>Assign troupes – Discuss five-step writing process – hand out prewriting materials – let troupes work Learning Goal 4</p> <p>DOL Sentences 9 & 10 Learning Goal 5</p>	<p>Prewriting work time Learning Goal 4</p> <p>DOL Final Test Learning Goal 5</p>
<p>Discuss 3 sections of a piece of writing Learning Goal 6</p> <p>Discuss expectations of rough draft – rough draft work time Learning Goal 4</p> <p>DOL Sentences 1 & 2 Learning Goal 5</p>	<p>Rough draft work time Troupe meetings Learning Goal 4</p> <p>DOL Sentences 3, 4, & 5 Learning Goal 5</p>	<p>Rough draft work time Troupe meetings Learning Goal 4</p> <p>DOL Sentences 6, 7, & 8 Learning Goal 5</p>	<p>Discuss teacher editing and peer editing expectations – hand out critique materials – Troupe Critiques Learning Goal 4</p> <p>DOL Sentences 9 & 10 Learning Goal 5</p>	<p>Troupe Critique work time Troupe meetings Learning Goal 4</p> <p>DOL Final Test Learning Goal 5</p>
<p>Discuss revision expectations Revision work time Troupe meetings Learning Goal 4</p> <p>DOL Sentences 1 & 2 Learning Goal 5</p>	<p>Revision work time Troupe meetings Learning Goal 4</p> <p>DOL Sentences 3, 4, & 5 Learning Goal 5</p>	<p>Revision work time Troupe meetings Learning Goal 4</p> <p>DOL Sentences 6, 7, & 8 Learning Goal 5</p>	<p>Discuss expectations of publishing Computer lab – typing Learning Goal 4</p> <p>DOL Sentences 9 & 10 Learning Goal 5</p>	<p>Computer lab typing Learning Goal 4</p> <p>DOL Final Test Learning Goal 5</p>

Instructional Decision-Making

Situation 1 -

I completed my direct instruction about similes. I explained that similes compare two ideas using the words "like" or "as." The students were then given the assignment of writing five similes of their own. While reading one of the assignments the next evening, I realized that my definition of simile was not clear to a student. The student wrote the sentence, "I like horses more than I like dogs." The student thought this was a correct response because she was comparing two things (horses and dogs) using the word "like." As I continued reading other students' assignments, I saw the same type of mistake a few more times. I knew that I needed to clarify the definition and enable the students to see how that sentence would not be considered a simile. Even though we had moved on to another topic, I did not want my students to have this misconception.

Student
Response



I decided that I would take class time the next day to discuss this sentence with the students and provide them with some additional correct and incorrect example of similes. The next morning, I wrote the student's sentence on the board, but I changed the animals. I then wrote a sentence that correctly used "like" to create a simile. I told the students that only one of the sentences was a simile and asked them to tell me which sentence they thought was correct and why. At first, the students were fairly confused because the sentences both met the criteria. As we discussed, the students slowly started to realize that the word "like" was used differently. I questioned and prompted the students until a few began to understand that the first sentence was not a simile because it did not use the word "like" to compare the two animals. The two animals were compared by using the words "more than." It was not enough to simply use the word "like" in the sentence. I then asked the students if the sentence, "I like to ride my bike," was a simile. After thinking for a few seconds, several of them said it was not a simile because nothing is being compared by using the word "like."

I handed the students' previous assignments back. During-work time, I asked the students who had made these types of mistakes to individually come back to my desk. I asked each student if he/she understood why their similes were incorrect and how they could correct them. After doing one or two together, I asked the students to correct any other similes they had missed. I addressed the problem with the entire class because I thought students who had used the word "like" correctly might get it confused later on and make a mistake. I also talked to students on an individual basis because I knew it is sometimes easy to become intimidated by having the attention of the entire class on you. I wanted to clarify that those students no longer had questions about how to use "like" correctly to form a simile. I went one step further in having them correct their mistakes to show that they could not only analyze their previous work, but also change the incorrect use of the word "like." A few of the students continued to struggle, but they were each able to independently correct a few of their errors without my prompting.

Situation 2 -

I was teaching DOL during the last week of *my*- unit when I realized I needed to change the activities to better improve student learning. On Tuesday of that week my students and I were discussing the errors in the first few sentences. Repeatedly I would call on students who could, tell me where something didn't sound quite right or make sense in a sentence. However, many of the students could not tell me exactly how to fix the errors or why they should be corrected that way. I used scaffolding and questions to prompt my students about how to correct many of the mistakes and had to directly tell them why the way we fixed them was right. They seemed to understand these ideas when we were discussing them as a whole class, but I was afraid that when they were on their own for the final test, they would not have the level of understanding they needed. I could envision many of them saying they understood, but then realizing they did not understand after it was too late.

I decided to alter my teaching activities that week to see if it improved students' understanding and grades. We discussed the first five sentences on Tuesday and the second five

sentences on Wednesday. Thursday I gave them a DOL sheet that looked exactly like their pre-test and post-test and told the students to test their own understanding of the rules by correcting the mistakes. After the students had finished, I had them switch papers and we went over the sentences again one at a time. The students began to see which errors they had not caught or things they had tried to change that were already correct. It gave them a deeper insight about which rules they automatically knew and which rules they needed to understand better so they could recognize when those rules were broken.

I gave each student another DOL sheet with all of the errors to take home that night for additional practice. The students were very confident and ready to take the test the next day. This was nice to see because traditionally, these students had not done well on DOL tests and therefore lacked confidence in their abilities. The learning activities I chose to use helped the students because they were able to evaluate their own thinking processes. I can stand up front and go over rules as many times as I want, but once the students think they understand those rules, they begin to tune me out. The students were given a wake-up call on Thursday when they realized that they did not quite do as well as they thought they would and they knew exactly in which areas they were weak. Many of the students then took advantage of that knowledge by practicing again at home before the test. This put them in control of their learning and their grade for DOL that week. It also taught them about metacognitive thinking.

Analysis of Learning Results

Whole Class -

Learning Goal 1: During the informal pre-assessment, the students were not able to define the word sonnet or give an example of a sonnet. On the post-assessment, the students were asked to define the word sonnet and provide an example of a sonnet. The definition and example were both worth two points for a total of four points. Graph 1 on page 27 displays the students' success. Twenty-eight out of thirty-three students received three or more points on this task. The average score was 3.4. Every student was able to work with his/her group to write a sonnet in the context of his/her play.

Learning Goal: 2 During the informal pre-assessment, the students were not able to define the word alliteration or give an example of alliteration. On the post-assessment, the students were asked to define the word alliteration and provide an example of alliteration. The definition and example were both worth two points for a total of four points. Graph 2 on page 27 displays the students' success. Twenty-seven out of thirty-three students received three or more points on this task. The average score was 3.3. Every student was able to work with his/her group to include alliteration in the context of his/her play.

Learning Goal 3: During the informal pre-assessment, the students were not able to define the word simile or give an example of a simile. On the post-assessment, the students were asked to define the word simile and provide an example of a simile. The definition and example were both worth two points for a total of four points. Graph 3 on page 28 displays the students' success. Twenty-eight out of thirty-three students received three or more points on this task. The average score was 3.1. Every student was able to work with his/her group to write a simile in the context of his/her play.

Learning Goal 4: Each student understood the five-step writing process at the time of the informal pre-assessment. They then implemented the five-step writing process when writing their

play with their troupes. I did not formally assess this learning goal because the students had to successfully complete one step of the writing process before going onto the next. I evaluated their progress during small group meetings. The final product of their plays is evidence to support their success with this learning goal.

Learning Goal 5: The DOL pre-assessment and post-assessment were identical. The assessment contained ten sentences and each sentence was worth two points for a total of twenty points altogether. Graph 4 on page 28 displays the results of the pre-assessment and post assessment. The average pre-assessment score was 7.8. The average post-assessment score was 14.4. The largest increase in score was 17 points, while the smallest increase was only 1 point. The average student almost doubled his/her score from the pre-assessment.

Learning Goal 6: The students worked within their troupes to write a play that contained a clear beginning, middle, and ending. Through the informal pre-assessment, it was apparent the students understood these concepts and their importance. Each group was successful including these three sections in their plays. Each play had a clear beginning, middle, and ending. The events progressed easily from one section to the next and helped to build solid story Unes.

Subgroups -

The male students in my two sections historically tended to score lower on DOL tests, than the female students. They also traditionally scored lower on spelling tests. I was able to design activities that motivated the males to study more effectively and as a result, their spelling scores improved dramatically as a whole. Their DOL test scores needed to increase as well. I tried different learning activities with DOL skills during the week that this pre-assessment and post assessment data was collected. It is important to discover if these activities effectively increased understanding of these skills for the male students because they were struggling to learn them. Graph 5 on page 29 displays the results of the pre-assessment and post-assessment. The average pre-assessment score was 7, while the average post-assessment score was 14.7. The average male more than doubled his score from the pre-assessment. The male students responded very well to

spelling activities that involved competition. The same can be said for the activities that were used for DOL. The male students were competing against themselves individually. They knew how well they had performed on Monday and Thursday, and wanted to "beat" their previous scores on the final test on Friday.

Individuals -

Student A was a female student who spent ninety minutes a day in the resource room for reading and math assistance. She had difficulty learning and remembering specific details or facts. When reinforced, she understood larger general concepts or ideas. Student A also became overwhelmed when thinking about too many ideas at one time. She needed to limit herself to communicating one or two ideas before moving on- It was important to evaluate how well she understood the learning goals because she is still working on the basics and can get lost very easily if too much is being taught at once- Student B was a male student who performed a little above average compared to his classmates. He had to work very hard at learning and understanding new concepts. Once he had mastered new information he was able to retain and recall it when needed. It was important to understand what Student B had learned because his work was indicative of the majority of the- students in-the class- It took him a little longer to gain new information, so if he had successfully grasped a concept, many of the other students had probably understood it as well.

The achievement with Learning Goals 1 and 5 is very interesting to analyze for these two students. Both students were successful with Learning Goal 1. They knew the two basic parts of a sonnet and then were able to demonstrate their understanding by writing an original sonnet. The students were not graded on spelling or other mechanics, so Student A only had to understand and be able to demonstrate the concept to receive a quality score on her exam. Student B had completed enough activities concerning sonnets to also understand the concept and he was able to write a sonnet. He was one of the last students finished with his t^t, so hf worked slowly and

methodically as he wrote. He felt comfortable with the idea and did not have a time restraint in demonstrating his knowledge^ which put him in- control and allowed him to be successful.

A more significant difference is demonstrated when analyzing Learning Goal 5. Student A failed to recognize or correct several errors. She also corrected words and punctuation that were already correct. This shows that she was unsure about her knowledge, and because she knew how many errors were in each. sentence, merely guessed at what needed corrected. Student A was able to identify about half of the errors in each sentence and then became overwhelmed. Student B looked at each sentence individually, rather than looking at the whole paper at once. As with Learning Goal 1, he took his time and double checked his work. He did not correct any words or punctuation that was already correct^ which, meant he was more in control of his thoughts and consequently made better decisions. He was able to recall much more of what we had talked about and demonstrated in class. Student B was not simply trying to memorize rules, but understood where the errors were in the sentences, how to fix them, and why they should-be fixed in that way.

Reflection and Self-Evaluation

The students and I met several times during the unit as they worked on their plays. Each student was assigned to a troupe with four or five other students. Before they began writing their plays, we reviewed the five-step writing process. I provided several handouts and materials that helped them to work through each step. During our troupe meetings, we discussed what step they were completing and what was involved in that specific step. We talked about what strategies and techniques might help, as well as any problems or difficulties they were encountering. The instruction received in these troupe meetings was the same general information that was given to each troupe. However, I was able to put an individual twist on the examples I used to make them more specific to the troupe I was working with at the time. They could relate their work to the ideas we were discussing and explain the steps to me in their own words.

The other activity that had the most impact on student learning was writing a sonnet together as a class. The students were not very familiar with poetry, so a sonnet was a difficult concept for the students. We discussed the two basic rules for a sonnet and they seemed to understand them. However, when they began to think about the challenge of writing their own sonnet, the students became very nervous and concerned. We talked step-by-step about how to set up their papers to achieve the necessary rhyme pattern. I then let them choose the topic for our sonnet to demonstrate that a sonnet can be written about anything they could imagine. I thought out loud about what I needed to do and asked the students to fill in the answers. I questioned everything I did and had the students justify my decisions. By the time we had finished writing a sonnet together, the students had several ideas and were able to get right to work. They had very few questions as they wrote their sonnets using their own words and imaginations.

One barrier to student learning was my lack of knowledge about student expectations. I have never taught this age group or subject matter before. I had discussed this unit with my cooperating teacher and the activities we were going to complete, and I received many suggestions from her which I tried to follow. I could have spent more time looking at examples of

the students' work on other projects to know what activities would take more time and would be more difficult for the students. There are not many quality resources about Shakespeare that are written for the fifth grade reading level. I was able to find some good books and materials, but I believe if I had had even more available, the students would have felt more in control as they searched for needed information. The next time I teach this unit, I will search for more resources and adapt the materials I have now, so they are even more accessible to the students.

Overall, I performed fairly well in relationship to the seven TWS standards. I had specific learning goals and activities planned that supported those goals. I also had quality and fair assessments created to show what the students learned and in what areas they could still use improvement. I tried to be flexible in my teaching and adapt my methods to what worked best with my students for each individual activity. I did not know nearly as much about my students when I started this unit as I do now. If I had known more about them and their background knowledge, I could have used our time more effectively. I also could have had additional teaching resources ready for students that needed extra support.

Several of my pre-assessments and formative assessments were fairly informal. At times that was appropriate, but if I had received more specific information about the knowledge of individual students, I could have given students additional personalized instruction. In addition, I had limited experience working with students at this age level. I knew when I needed to adapt my instruction for specific groups of students, but I was not always sure which teaching strategy would be more affective. Working with a mentor will create the opportunity to receive feedback and support from someone with a lot of teaching experience. I will use that person as a resource when designing pre-assessments and formative assessments. That person will also be able to provide assistance as I develop new strategies to work with students who learn in a variety of ways. I also hope to gain new information and insights about students and the teaching profession at teacher in-services that are held throughout the year.

Assessment Plan Table

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 1 Students will be able to define, give an example, and write a sonnet in context.	Pre-Assessment	Informal discussion	Encourage student to participate
	Formative Assessment	In-class work, homework	Read directions and practice one-on-one
	Post-Assessment	Definition/Example Test	Read questions aloud
Learning Goal 2 Students will be able to define, give an example, and write alliteration in context.	Pre-Assessment	Informal discussion	Encourage student to participate
	Formative Assessment	In-class work, homework	Read directions and practice one-on-one
	Post-Assessment	Definition/Example Test	Read questions aloud
Learning Goal 3 Students will be able to define, give an example, and write a simile in context.	Pre-Assessment	Informal discussion	Encourage student to participate
	Formative Assessment	In-class work, homework	Read directions and practice one-on-one
	Post-Assessment	Definition/Example Test	Read questions aloud
Learning Goal 4 Students will successfully understand and implement the Five-Step writing process to complete a play.	Pre-Assessment	Informal discussion	Encourage student to participate
	Formative Assessment	Small group meetings	Sit close to student and ask questions to check understanding
	Post-Assessment	Rubric	Discuss components one-on-one
Learning Goal 5 Students will successfully understand and implement the basic mechanical and grammatical rules.	Pre-Assessment	DOL test	Read sentences aloud
	Formative Assessment	Discussion of DOL sentences	Proximity, make sure student fixes errors correctly
	Post-Assessment	DOL test	Read sentences aloud
Learning Goal 6 Students will understand the importance and function of a clear beginning, middle, and end, and implement all three parts while writing.	Pre-Assessment	Informal discussion	Encourage student to participate
	Formative Assessment	Small group meetings, rough draft	Provide student with visuals of rough draft to follow during discussion
	Post-Assessment	Rubric	Discuss components one-on-one

DOL
Week 14

1. swift night thomas paines long work is a excellent book
2. i havent never wanted to go to any university except princeton
3. toms family goed to australia for there vacation this year
4. if you only had too write on the whole Test did you study nick
5. for christmas janice received a toy poodle which she named mimi
6. doesnt helen kathy and susan sing beautiful
7. david and me were laying on our beds studying when mother shouted you cant leave your light on any longer
8. the chung king restaurant is where there going for lunch
9. mr fred mason 2343 lawson avenue chicago il 60600
10. if your not feeling good why dont you lie down

DOL
Week 14

1. swift night, thomas paine's long work, is aⁿ excellent book.
2. i ~~have~~^{or haven't ever} never wanted to go to any university except princeton.
3. tom's family ~~goed~~^{went} to australia for ~~there~~^{their} vacation this year.
4. if you only had ~~too~~^{two right} write on the whole ~~test~~^t, did you study nick?
5. for christmas janice received a toy poodle which she named mimi.
6. doesn't helen, kathy, and susan sing beautifully?
7. david and ~~me~~^I were ~~laying~~^{lying} on our beds studying when mother shouted, "you can't leave your light on any longer."
8. the chung king restaurant is where ~~there~~^{they're} going for lunch.
9. mr fred mason 2343 lawson avenue chicago il 60600
Mr. Fred Mason
2343 Lawson Avenue
Chicago, IL 60600
10. if ~~you're~~^{you're} not feeling ~~good~~^{well}, why don't you lie down?[?]

1. What is alliteration?
2. Give an example of alliteration.
3. What is a simile?
4. Give an example of a simile.
5. What is a sonnet?
6. Give an example of a sonnet.

1. What is alliteration?

Alliteration involves composing a phrase or sentence that contains several words which start with same letter of the alphabet.

2. Give an example of alliteration.

Alex asked Andrea about attending the art

3. What is a simile?

A simile is a comparison of two things using the words "like" or "as."

4. Give an example of a simile.

My appetite is as big as a house.

5. What is a sonnet?

A sonnet is a form of poetry that has 14 and follows a specific rhyme pattern.

AB AB CD CD E F E F G G

6. Give an example of a sonnet.

A Winter tends to be very cold.

B We usually get lots of snow.

A Scraping my car windshield gets old.

B The frost makes every thing glow.

C I do not like to drive on the ice.

D I'm afraid I will not stop.

C Putting down sand and salt is nice

D But then your car gets covered in slp.

E Children dream of missing school

F and getting to stay at home all day

in follow one rule -

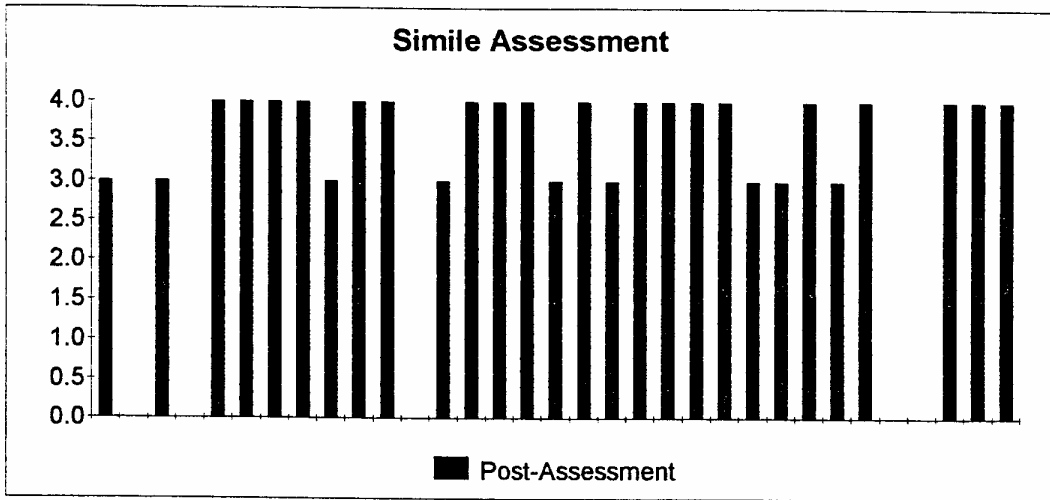
Students:

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Students followed Five-Step Writing Process	Students partially completed some parts of writing process	Students partially completed most parts of writing process	Students fully completed most parts of writing process	Students fully completed all parts of writing process	
Students included alliteration, simile, and a sonnet in the text	Students included one of these requirements	Students included two of these requirements	Students included all three of these requirements	Students included all three of these requirements and they fit in the context	
Play has a clear beginning, middle, and end	Beginning and ending are very difficult to distinguish from body	Beginning and ending are somewhat difficult to distinguish from body	Beginning and ending are distinguishable from body	Beginning and ending are clearly distinguishable from body	
Plot follows pattern of given type of play	Story line and characters are not appropriate	Story line and characters somewhat appropriate	Story line and characters are appropriate	Story line and characters are very appropriate	
Play is easy to read and mechanically and grammatically correct	Script is difficult to follow and there are more than 15 errors	Script is somewhat difficult to follow and there are 9 to 15 errors	Script is fairly easy to follow and there are 4 to 8 errors	Script is very easy to follow and there are 0 to 3 errors	

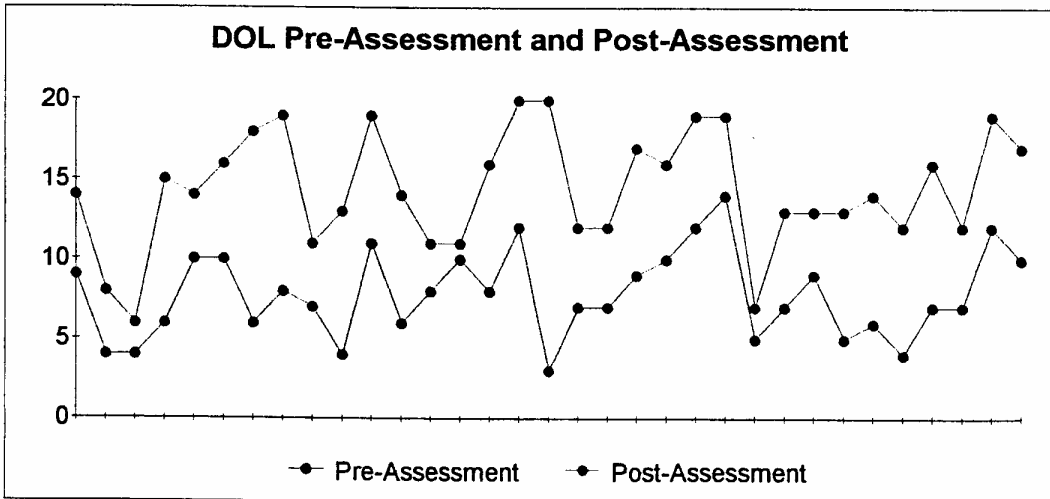
Instructional Block Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Introduce alliteration – work in computer lab – assign 5 examples as homework Learning Goal 2</p> <p>DOL Sentences 1 & 2 Learning Goal 5</p>	<p>Introduce simile – work in computer lab – assign 5 examples as homework Learning Goal 3</p> <p>DOL Sentences 3, 4, & 5 Learning Goal 5</p>	<p>Introduce sonnet – write sonnet together as a class – assign sonnet as homework Learning Goal 1</p> <p>DOL Sentences 6, 7, & 8 Learning Goal 5</p>	<p>Assign troupes – Discuss five-step writing process – hand out prewriting materials – let troupes work Learning Goal 4</p> <p>DOL Sentences 9 & 10 Learning Goal 5</p>	<p>Prewriting work time Learning Goal 4</p> <p>DOL Final Test Learning Goal 5</p>
<p>Discuss 3 sections of a piece of writing Learning Goal 6</p> <p>Discuss expectations of rough draft – rough draft work time Learning Goal 4</p> <p>DOL Sentences 1 & 2 Learning Goal 5</p>	<p>Rough draft work time Troupe meetings Learning Goal 4</p> <p>DOL Sentences 3, 4, & 5 Learning Goal 5</p>	<p>Rough draft work time Troupe meetings Learning Goal 4</p> <p>DOL Sentences 6, 7, & 8 Learning Goal 5</p>	<p>Discuss teacher editing and peer editing expectations – hand out critique materials – Troupe Critiques Learning Goal 4</p> <p>DOL Sentences 9 & 10 Learning Goal 5</p>	<p>Troupe Critique work time Troupe meetings Learning Goal 4</p> <p>DOL Final Test Learning Goal 5</p>
<p>Discuss revision expectations Revision work time Troupe meetings Learning Goal 4</p> <p>DOL Sentences 1 & 2 Learning Goal 5</p>	<p>Revision work time Troupe meetings Learning Goal 4</p> <p>DOL Sentences 3, 4, & 5 Learning Goal 5</p>	<p>Revision work time Troupe meetings Learning Goal 4</p> <p>DOL Sentences 6, 7, & 8 Learning Goal 5</p>	<p>Discuss expectations of publishing Computer lab – typing Learning Goal 4</p> <p>DOL Sentences 9 & 10 Learning Goal 5</p>	<p>Computer lab typing Learning Goal 4</p> <p>DOL Final Test Learning Goal 5</p>

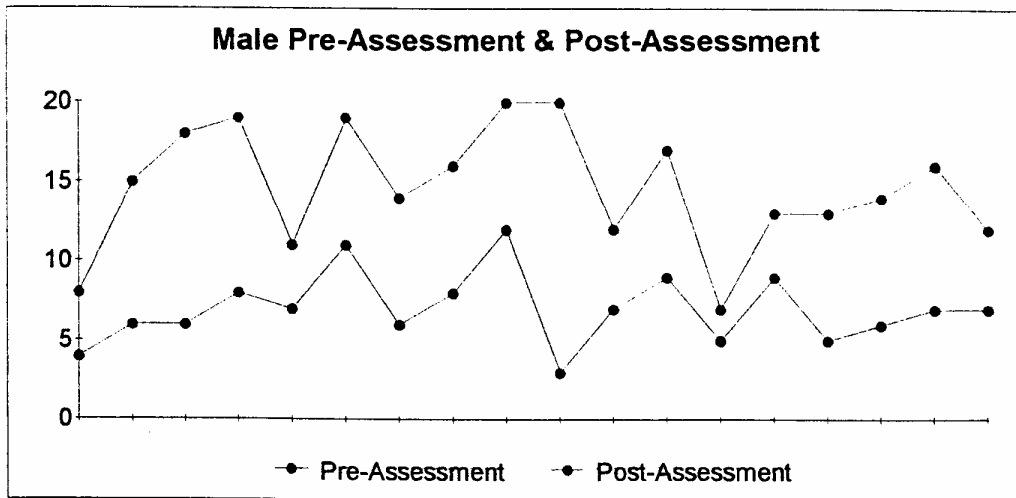
Graph 3



Graph 4



Graph 5



1. What is alliteration?

The words all start with the ¹² same L.

2. Give an example of alliteration.

Amy ate apples at Anner's.

3. What is a simile?

When you use like or as to compare 2 things.

4. Give an example of a simile.

The Bear is as Mean as a tiger.

5. What is a sonnet?

They all have 14 lines.
Every other line rhymes.

6. Give an example of a sonnet.

A Winter is fun

B The weather is cold

A With out the sun

B My boots are old

C My mittens are red

D My scarf is new

C I wear a hat on my head

D It is blue

E My coat is black

F So is my sister's hat

F I went back

G And just sat

G The snow is white

DOL
Week 14

2/20 X

1. swift night, thomas paines, long work, is a excellent book.
2. i havent never wanted to go to any university, except, princeton.
3. toms family goed to australia for there vacation this year
went their
4. if you only had to write on the whole Test, did you study nick?
5. for christmas janice received a toy poodle which she named mimi.
6. doesnt helen, kathy and susan sing beautiful.
7. david and me were laying on our beds studying, when mother shouted, you cant leave your light on any longer.))
3. the chung king restaurant, is where there going for lunch.
3. ~~mr fred mason 2343 lawson avenue chicago il 60600~~
Mr. Fred Mason
2343 Lawson Avenue
Chicago IL 60600
0. if your not feeling good, why dont you lay down.
= 40000 well

1. What is alliteration? The letter repeated of the letter the first word.

2. Give an example of alliteration.
She sells sea shells at Seaside Seashore.

3. What is a simile? Comparing two things using like or

4. Give an example of a simile.
Paul Bunyan is as huge as a

5. What is a sonnet? 14 lines It follows a specific rhyme pattern

6. Give an example of a sonnet.

A Cars are fun to drive.
 B Cars are fast.
 A You seats are made out of hide.
 B To win is a task.
 C Cars tack
 D Cars are cool.
 C Cars are royal.
 D The seat will get wet if you drool.
 E Cars are super,
 F Cars are big,
 G Cars tack
 H Cars are rigs that are called E
 I Cars are rigs.
 G Cars are nice,
 G Cars are pursing.

A 20

DOL
Week 14

1. Swift Night, Thomas Paine's long work, is an excellent book.
2. I haven't ever wanted to go to any university except Princeton.
3. Tom's family ~~goed~~ ^{went} to Australia for ~~there~~ ^{their} vacation this year.
4. If you only had ~~too~~ ^{two} ~~write~~ ^{right} on the whole ~~test~~ ^{test}, did you study, Nick?
5. For Christmas, Janice received a toy poodle which she named Mimi.
6. ~~Doesnt~~ ^{Don't} Helen, Kathy, and Susan sing beautifully?
7. David and ~~me~~ ^I were ~~laying~~ ^{lying} on our beds studying when mother shouted, you can't leave your light on any longer!
8. The Chung King Restaurant is where ~~there~~ ^{they're} going for lunch.
9. Mr. Fred Mason 2343 Lawson Avenue Chicago IL 60600
10. If you're not feeling ~~good~~ ^{well}, why don't you ~~lay~~ ^{lie} down?