

5-2019

The Writing Process Revisted

Amanda Shurtliff
ashurtliff@unomaha.edu

Follow this and additional works at: https://digitalcommons.unomaha.edu/university_honors_program



Part of the [Curriculum and Instruction Commons](#), [Language and Literacy Education Commons](#), and the [Secondary Education Commons](#)

Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

Shurtliff, Amanda, "The Writing Process Revisted" (2019). *Theses/Capstones/Creative Projects*. 38.
https://digitalcommons.unomaha.edu/university_honors_program/38

This Dissertation/Thesis is brought to you for free and open access by the University Honors Program at DigitalCommons@UNO. It has been accepted for inclusion in Theses/Capstones/Creative Projects by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.

The Writing Process Revisited

Amanda Shurtliff

9th Grade Advanced English: Section B

Iowa Core Standards:

RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter).

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Table of Contents

Section I: Lesson Plans	2
Section II: Supplemental Materials.....	10
Section III: Reflection.....	18
Section IV: Student Teaching Journals.....	22
Section V: Strategies Presentation.....	32
Section VI: Honors Presentation.....	42

Section I:
Lesson Plans

DAY 1

Content Area: English

Course Title & Grade Level: Advanced English 9B

Standards: Iowa Core Standards

RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter).

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives:

Learning Target: I am learning to analyze an author's ideas and claims in a written essay.

Success Criteria: I can identify Dr. King's claim and use of rhetorical strategies in the text.

Assessment:

Formative: Mind maps, exit ticket

Summative: Finished essay

Anticipatory Set / Bell Work: Anticipatory set: Video

- During Video: students write one new piece of information they learned.
- Think-pair-share after the video to talk about the Civil Rights Movement

The Lesson: One Teach (Amanda Shurtliff) One Assist (Samantha Schrier)

- Minute of mindfulness
- Anticipatory set: Video
 - During Video: students write one new piece of information they learned.
 - Think-pair-share after the video to talk about the Civil Rights Movement
- Introduce Writing Prompt: go over the assignment sheet and explain the prompt
 - Connect to the rubric (used in previous writing units)
 - Connect to background knowledge on rhetorical strategies
 - i. Question students for these definitions to review
- Prepare for Video of Speech
 - Put video on screen paused and hand out paper copies of the speech
 - Instruct students to annotate their copies of the speech as they are watching/ listening
 - Make sure all students have something to write with and technology put away
 - Begin Video
 - Hand out colored pieces of paper during the last 2 minutes of the speech
- Give students 10 min to re-read and continue annotating the speech, marking King's use of rhetorical strategies
- Instruct students on how to build a mind map.
 - King's Claim will go in the center.

- Sub categories are Logos, ethos, and pathos (which will have multiple examples of each)
- Additional subcategories will be other factors that make Dr. King's speech effective.
- Work time: students will organize their notes on Dr. King's speech (evidence they find) using the mind map
- Closure: Exit Ticket: What was Dr. King's Claim? (answer on a little slip of paper and hand it in as they leave the classroom.

Materials/ Technology: Dr. King's Speech recording with subtitles, printed copy of the speech, highlighter/pencil/pen, Colored paper

Closure / Exit Ticket: Exit Ticket: What was Dr. King's Claim? (answer on a little slip of paper and hand it in as they leave the classroom.

DAY 2

Content Area: English
Course Title & Grade Level: Advanced English 9B
Standards: Iowa Core Standards RI.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter). W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Objectives: <u>Learning Target:</u> I am learning to analyze an author’s ideas and claims in a written essay. <u>Success Criteria:</u> I can use information from the text to create and back up an analytical claim.
Assessment: <u>Formative:</u> Exit ticket <u>Summative:</u> Final essays
Anticipatory Set / Bell Work: Question (think-pair-share): What was the most persuasive thing that you think Dr. King said in his speech?
The Lesson: One Teach (Amanda Shurtliff) One Assist (Samantha Schrier) <ul style="list-style-type: none">● Minute of mindfulness● Anticipatory Set Question: (think-pair-share): What was the most persuasive thing that you think Dr. King said in his speech?● Instruct students to take out their mind maps from yesterday and turn them to the back.<ul style="list-style-type: none">○ Question: What is a thesis statement? Have a quick class discussion.○ State (if not answered already): A thesis statement is a single sentence that answers the research question or prompt.○ Place prompt on the board and give students a few minutes to draft their thesis statements of their essay.○ Whip-around of thesis statements in table groups and have group members provide feedback.● Have students open up Chromebooks, opening up to the assignment sheet of their essay.<ul style="list-style-type: none">○ Remind students that they have their thesis statement, main ideas, and pieces of evidence in the mind maps.○ Begin drafting essays.● Exit Ticket (Progress report): What did you accomplish today in class, and what is your goal for tomorrow? (answer on a little slip of paper and hand it in as they leave the classroom.
Materials/ Technology: Mind map, pen/pencil, Chromebook & Google Classroom

Closure / Exit Ticket:

- Exit Ticket (Progress report): What did you accomplish today in class, and what is your goal for tomorrow? (answer on a little slip of paper and hand it in as they leave the classroom.)

DAY 3

Content Area: English
Course Title & Grade Level: Advanced English 9B
Standards: Iowa Core Standards RI.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter). W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Objectives: <u>Learning Target:</u> I am learning to analyze an author’s ideas and claims in a written essay. <u>Success Criteria:</u> I can draft an essay that analyzes Dr. King’s ideas and claims.
Assessment: <u>Formative:</u> Exit ticket <u>Summative:</u> Final Essay
Anticipatory Set / Bell Work: Think-pair-share: What is your goal for today? (What do you want to get done this class period?)
The Lesson: One Teach (Amanda Shurtliff) One Assist (Samantha Schrier) <ul style="list-style-type: none">● Minute of mindfulness● Anticipatory Set: Think-pair-share: What is your goal for today? (What do you want to get done this class period?)● Place rubric on the board and review 4 main categories with data from the previous essay.<ul style="list-style-type: none">○ Think-pair-share: What can we learn about this class based on the data shown?○ Quick class discussion on individual data.○ Revisit daily goal written in anticipatory set and revise if wanted.● Begin worktime on the essay.<ul style="list-style-type: none">○ Walk around the room, monitor, and address questions as they come.● Brain break (halfway through the work time)<ul style="list-style-type: none">○ Place word puzzle at each table groups and put up a 5-minute timer.○ Review answers to brain break and return to drafting.● Exit Ticket: (Progress report): What did you accomplish today in class, and what is your goal for tomorrow? (answer on a little slip of paper and hand it in as they leave the classroom.)
Materials/ Technology:
Closure / Exit Ticket: <ul style="list-style-type: none">● (Progress report): What did you accomplish today in class, and what is your goal for tomorrow? (answer on a little slip of paper and hand it in as they leave the classroom.)

DAY 4

Content Area: English

Course Title & Grade Level: Advanced English 9B

Standards: Iowa Core Standards

RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter).

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives:

Learning Target: I am learning to analyze an author's ideas and claims in a written essay.

Success Criteria: I can draft an essay that analyzes Dr. King's ideas and claims.

Assessment:

Formative: Conferences

Summative: Final essays

Anticipatory Set / Bell Work: Question (answer on a sticky note): what is one thing you would like to discuss with me in your conference today?

The Lesson: One Teach (Amanda Shurtliff) One Assist (Samantha Schrier)

- Minute of mindfulness
- Anticipatory set: Question (answer on a sticky note): what is one thing you would like to discuss with me in your conference today?
- Go over conference expectations:
 - Know at least one thing you want to talk about.
 - I will quickly read your essay and ask a few questions about your progress.
 - We will create 2 goals for you, which you will keep a copy of and I will get a copy of.
- Begin drafting and conferencing.
 - Bring a notebook where you can mark the progress of the student and write their goals down.
- Brain break: Three "would you rather" think-pair-share questions
- Continue drafting and conferencing with students
- Exit Ticket: (Progress report): What did you accomplish today in class, and what is your goal for tomorrow? (answer on a little slip of paper and hand it in as they leave the classroom.)

Materials/ Technology: Chromebook, notebook (for teacher to mark progress), sticky notes, mind maps from previous days

Closure / Exit Ticket: (Progress report): What did you accomplish today in class, and what is your goal for tomorrow? (answer on a little slip of paper and hand it in as they leave the classroom.)

DAY 5

Content Area: English
Course Title & Grade Level: Advanced English 9B
Standards: Iowa Core Standards RI.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter). W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Objectives: <u>Learning Target:</u> I am learning to analyze both my and another student’s argument for its effectiveness. <u>Success Criteria:</u> I can provide recommendations for revisions based on the rubric.
Assessment: <u>Formative:</u> Peer Review sheets, exit tickets <u>Summative:</u> final essay
Anticipatory Set / Bell Work: Hand each student a sticky note: Write one question that you have about your essay that you would like to discuss with your peer review partner.
The Lesson: One Teach (Amanda Shurtliff) One Assist (Samantha Schrier) <ul style="list-style-type: none">● Minute of mindfulness● Anticipatory Set: Hand each student a sticky note: Write one question that you have about your essay that you would like to discuss with your peer review partner.● Review peer review rubric and expectations using slideshow<ul style="list-style-type: none">○ Go over guiding question for each section of the rubric○ Take student questions on expectations○ Prompt for purposeful revisions● Partner students in homogenous groups (group shown on board with spots to sit in)<ul style="list-style-type: none">○ Have students move seats and begin peer review○ Walk around and redirect as necessary○ As students finish, they will make revisions on their essays until the last 5 minutes of class.● Closure: Google Forum- what steps do you need to take this weekend to have your essay turned in on monday?
Materials/ Technology: Peer review rubrics (paper copy), slideshow, chromebooks, Google form
Closure / Exit Ticket: Google Forum- what steps do you need to take this weekend to have your essay turned in on monday?

Section II:

Supplemental Materials

I Have a Dream Essay

Video Link: <https://www.youtube.com/watch?v=I47Y6VHc3Ms>

Transcript Link:

<https://www.archives.gov/files/press/exhibits/dream-speech.pdf>

Directions: Write an essay analyzing the rhetorical effectiveness of Martin Luther King Junior's "I Have a Dream" speech. In the essay, you must discuss:

- King's claim- What is the main idea he is trying to get across?
- King's use of rhetorical strategies: how does he use logos, ethos, and pathos?
- How is King's argument effective? (This will be your claim)

This will be a minimum of 5 paragraphs, which includes your introduction and your conclusion. A good way to structure your essay would be as follows:

Introduction

- Hook
- Background information about the Speech (**Including King's Claim**)
- Your thesis: (**how is King's argument effective**)

Body Paragraphs

- ACE format (Assertion, Cite Examples, **Explain how examples prove assertion**)
 - Strive to write **more than three sentences**. There are multiple examples of each rhetorical strategy in the speech. You should cite multiple examples and explain how each of these examples support your thesis.
- Each paragraph should discuss one of the three rhetorical strategies

Conclusion

- Restatement of thesis
- Review of important details
- Powerful final statement

Essay Rubric

	4	3	2	1
<p>Clarity and Focus Present a clear central idea early in the essay and focus on proving it.</p>	<p>The essay contains a clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose. The central idea is significant, mean</p>	<p>The essay contains a clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose. The central idea appropriately engages the audience.</p>	<p>The essay contains a central idea that may not be completely clear and focused. The central idea may not be completely effective in addressing the demands of the prompt, fulfilling the writing purpose, or appropriately engaging the audience.</p>	<p>The essay does not have a clear, focused and/or effective central idea that addresses the demands of the prompt. The writing does not appropriately engage the audience, nor fulfill the writing purpose.</p>
<p>Development Use facts, definitions, and information from other sources to support and develop your central idea about the issue or topic.</p>	<p>The essay develops the central idea with the most significant, well-chosen relevant facts, extended definitions, concrete examples, quotations, etc. that address the audience's understanding of the topic sufficiently.</p>	<p>The essay develops the central idea with well-chosen, relevant, and sufficient facts, extended definitions, concrete examples, quotations, etc. that address the audience's understanding of the topic.</p>	<p>The essay develops the central idea with relevant facts, definitions, examples, quotations, etc. that generally address the audience's understanding of the topic. The writing may not sufficiently develop the central idea with support and details or the support and details may not be well-chosen.</p>	<p>The essay does not develop a central idea with relevant facts, definitions, examples, quotations, etc. Some details to develop the ideas may be present but may not be sufficient to effectively develop the central idea.</p>
<p>Organization Include an engaging introduction and strong conclusion. Use transitions throughout the essay to</p>	<p>The essay uses an organizational structure that enhances ideas and development with appropriate, varied transitions that show relationships between and among complex ideas. The</p>	<p>The essay uses an organizational structure with appropriate, varied transitions that show relationships between and among complex ideas. The structure also helps to make important</p>	<p>The essay uses an organizational structure with transitions that shows relationships between and among ideas. The writing may create a sense of cohesion throughout, including an</p>	<p>The lack of structure and transitions make the essay difficult to understand. Entire structural elements are missing, such as an introductory paragraph and/ or concluding statement/</p>

<p>make connections clear.</p>	<p>structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a sense of cohesion throughout. The essay has an engaging introductory paragraph, as well as a thoughtful concluding statement/paragraph that follows from and supports ideas presented.</p>	<p>connections and distinctions between ideas, linking major sections of the text and creating a sense of cohesion throughout. The essay has an introductory paragraph, as well as a concluding statement/paragraph that follows from and supports ideas presented.</p>	<p>introductory paragraph and/or concluding statement/paragraph. The concluding statement/paragraph follows from and supports the ideas presented.</p>	<p>paragraph, or the structural elements do not properly follow from and support the ideas presented</p>
<p>Language and Style Use specific, interesting language and clear sentence structure to communicate ideas.</p>	<p>The essay has an established, formal style and objective tone that is maintained throughout. The essay uses mostly correct, varied sentence structure and uses precise language and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.</p>	<p>The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.</p>	<p>The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times in a way that may address the complexity of the topic inconsistently. The essay contains some errors that may, at times, interfere with meaning.</p>	<p>The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.</p>
<p>Addressing the Prompt Include all the necessary</p>	<p>The essay has all details addressed by the prompt with sufficient details</p>	<p>The essay includes all details addressed by the prompt with including, King’s</p>	<p>The essay includes most of the details on the prompt, but one or more of the parts</p>	<p>The essay does not include all necessary details that are on the prompt. The parts</p>

details as laid out by the prompt	including, King's claim, King's use of rhetorical strategies, and how King's argument is effective.	claim, King's use of rhetorical strategies, and how King's argument is effective.	may be underdeveloped.	that do address the prompt are undeveloped.
MLA Formatting	The essay includes all necessary MLA formatting components. This includes in-text citations, a works cited page at the end, 12 point font, double spacing, a title, and a four-line MLA heading.	The essay includes most of the necessary MLA formatting components. This includes in-text citations, a works cited page at the end, 12 point font, double spacing, a title, and a four-l	The essay includes some of the MLA formatting components, but it is missing a few as well. This includes in-text citations, a works cited page at the end, 12 point font, double spacing, a title, and a four-l	The essay is missing most of the MLA formatting components. This includes in-text citations, a works cited page at the end, 12 point font, double spacing, a title, and a four-l

Name of Reviewer: _____ Name of Writer: _____

Peer Review Rubric

	4	3	2	1
<p>Clarity and Focus Present a clear central idea early in the essay and focus on proving it.</p>	<p>The essay contains a clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose. The central idea is significant, mean</p>	<p>The essay contains a clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose. The central idea appropriately engages the audience.</p>	<p>The essay contains a central idea that may not be completely clear and focused. The central idea may not be completely effective in addressing the demands of the prompt, fulfilling the writing purpose, or appropriately engaging the audience.</p>	<p>The essay does not have a clear, focused and/or effective central idea that addresses the demands of the prompt. The writing does not appropriately engage the audience, nor fulfill the writing purpose.</p>
<p>Does the writer present a clear thesis?</p> <p>Does each body paragraph have a clear assertion?</p> <p>Is the writing always addressing the prompt?</p>				
<p>Development Use facts, definitions, and information from other sources to support and develop your central idea about the issue or topic.</p>	<p>The essay develops the central idea with the most significant, well-chosen relevant facts, extended definitions, concrete examples, quotations, etc. that address the audience's understanding of the topic sufficiently.</p>	<p>The essay develops the central idea with well-chosen, relevant, and sufficient facts, extended definitions, concrete examples, quotations, etc. that address the audience's understanding of the topic.</p>	<p>The essay develops the central idea with relevant facts, definitions, examples, quotations, etc. that generally address the audience's understanding of the topic. The writing may not sufficiently develop the central idea with support and details or the support and details may not be</p>	<p>The essay does not develop a central idea with relevant facts, definitions, examples, quotations, etc. Some details to develop the ideas may be present but may not be sufficient to effectively develop the central idea.</p>

			well-chosen.	
--	--	--	--------------	--

Does the author use quotes and paraphrased information?

Are the quotes and paraphrased information relevant to the author's point?

<p>Organization Include an engaging introduction and strong conclusion. Use transitions throughout the essay to make connections clear.</p>	<p>The essay uses an organizational structure that enhances ideas and development with appropriate, varied transitions that show relationships between and among complex ideas. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a sense of cohesion throughout. The essay has an engaging introductory paragraph, as well as a thoughtful concluding statement/paragraph that follows from and supports ideas presented.</p>	<p>The essay uses an organizational structure with appropriate, varied transitions that show relationships between and among complex ideas. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a sense of cohesion throughout. The essay has an introductory paragraph, as well as a concluding statement/paragraph that follows from and supports ideas presented.</p>	<p>The essay uses an organizational structure with transitions that shows relationships between and among ideas. The writing may create a sense of cohesion throughout, including an introductory paragraph and/or concluding statement/paragraph. The concluding statement/paragraph follows from and supports the ideas presented.</p>	<p>The lack of structure and transitions make the essay difficult to understand. Entire structural elements are missing, such as an introductory paragraph and/ or concluding statement/ paragraph, or the structural elements do not properly follow from and support the ideas presented</p>
--	---	---	--	--

Is there a clear introduction and conclusion?

Does each paragraph address a different, specific part of the essay?

<p>Language and Style Use specific, interesting language and clear sentence structure to communicate ideas.</p>	<p>The essay has an established, formal style and objective tone that is maintained throughout. The essay uses mostly correct, varied sentence structure and uses precise language and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.</p>	<p>The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.</p>	<p>The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times in a way that may address the complexity of the topic inconsistently. The essay contains some errors that may, at times, interfere with meaning.</p>	<p>The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.</p>
--	--	---	---	--

Is the essay written in a formal tone?

Are there any sentence fragments or run-ons?

Section III:
Reflection

Differentiation of Instruction

In this unit, I differentiated in several different ways. First, I made sure to include a lot of whole-class guided supports, specifically designed to help students who struggle the most with writing. One of the ways I did this was when the students were introduced to the prompt and writing project. They were required to analyze Dr. Martin Luther King Jr.'s "I Have a Dream" speech, so the first time the students were exposed to the text, they were able to watch, listen to, read along with, and annotate the text, giving them a variety of ways to read the text. When it was time for pre-writing, I also built-in a lot of whole-class differentiation. I taught the students to use mind-mapping for organizing their thoughts and building their essay. In this unit, I also prioritized a lot of one-on-one time with all students. One day of the writing process was specifically spent on conferencing with each student, so everyone got individualized feedback on their own writing. Finally, the day the students were grouped for peer review, I used homogenous grouping to place students at similar writing levels together, so they could all use peer review as an opportunity to analyze another student's writing as well as their own.

Student goals

Going into this unit, I had a few major goals for the students. My first goal was that the class rubric scores would improve in two specific areas: claim and development. These were the two areas of the writing rubric that the students scored the lowest in on the previous writing assignment, so I wanted to address those in this unit. To do this, I created the mind-mapping assignment, which had students recognize their claim and pick pieces of support from the text before they even began writing. After completing the unit, these average scores did raise significantly in both categories, so it was successful.

My second major goal for this unit was for students to make significant revisions in their writing before they turned it in. Previously, my students have had habits of only writing one draft and turning it in immediately when they were finished. I wanted them to be more self-reflecting during the writing process and continually revise their essays for improvement. To achieve this, I implemented two guided stages of revision in the lesson plans. First, I individually conferenced with each student. During this time, I quickly read their essay, talked to them about their questions and concerns, and we wrote two specific goals for them to work on in their next draft. The students also went through a guided peer review process on one of the days. They graded their peers based on the rubric and addressed any questions the peers had about their essays. When I was reading the final drafts of the students' essays, I noticed significant improvements from when I conferenced with them. The guided revision practices that I taught them seemed to make a big difference.

Rationale for Unit

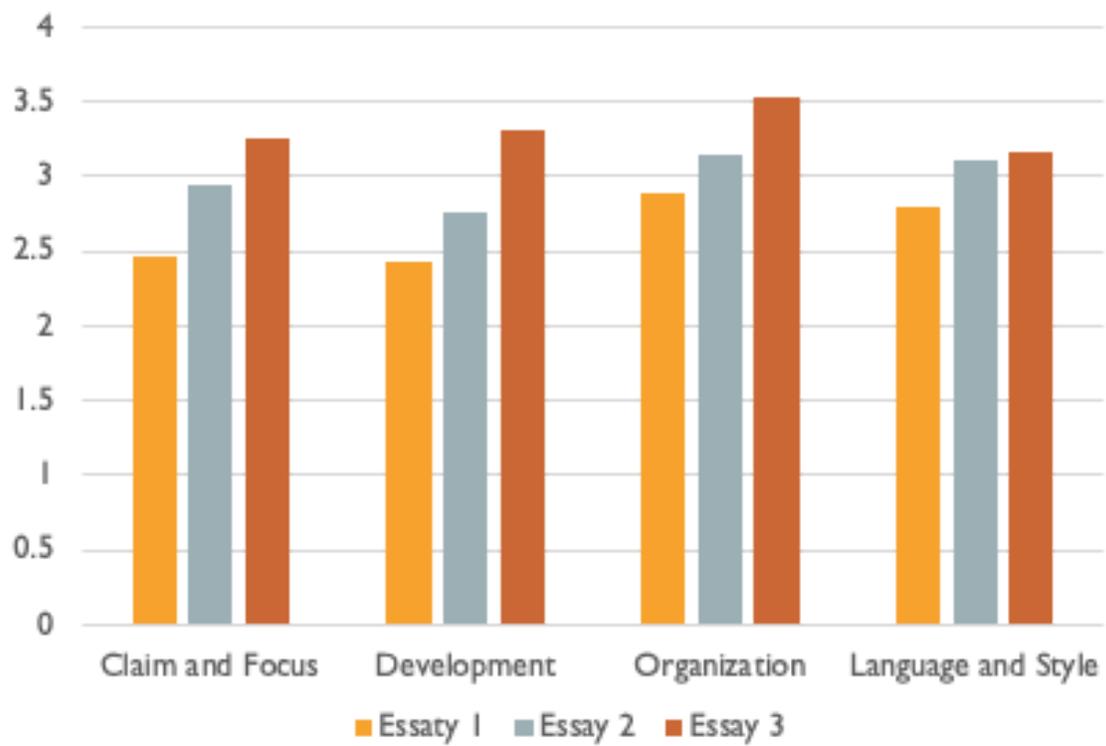
The standard that I structured this unit around is Iowa Core RI.5 and W.4, which ask students to analyze an author's ideas and claims and produce a clear and coherent piece of writing respectively. The text that I decided to have students analyze was Dr. Martin Luther King Jr.'s "I Have a Dream" Speech. I wanted the text to be something that was relevant to the students, something that displayed complex and critical thinking, and one that would be accessible for all types of learners. Since there is audio and visual of this speech, I thought it met all of my criteria. Additionally, the students had previously had other opportunities to demonstrate their knowledge through other media (discussions, presentations, etc.), so I decided to assign this project as an essay. Writing is also one of the areas that the students struggle with the most at this school, so I wanted to give them scaffold practice to continue teaching them strategies they can use throughout the rest of their high school career.

Assessment

I used a variety of formative assessments and one summative assessment in this unit plan. Since this was a writing unit, the summative assessment was the final draft of the essay that the students wrote. However, I made sure to include formative assessments throughout every step of the writing process, to make sure students were meeting daily objectives. These formatives included the mind-map students used to organize their prewriting, exit-tickets as progress reports, individual conferences, and the peer review rubrics. Every day I analyzed the data I received from these formative assessments and used them to address the various needs of the students the next day in class. For example, when I was conferencing with the students, one of them had not written a single thing and was getting overwhelmed by the amount of work it takes to write an essay. I was able to immediately help her come up with a plan of steps to take to get started, and I checked on her the first thing the next day to check her progress. All of these assessments helped me know where the students were at in the writing process at all times and address any individual needs that were not being met.

Below are the class average essay scores compared to two previous essays done by the same group of students. The essay for this unit is labeled "Essay 3." These scores show significant improvement in the rubric scores, specifically in the targeted areas of Claim and Development. The scores in Language and Style are still lacking, so that will be a target of instruction for the next writing project.

Essay Progress: Class Averages



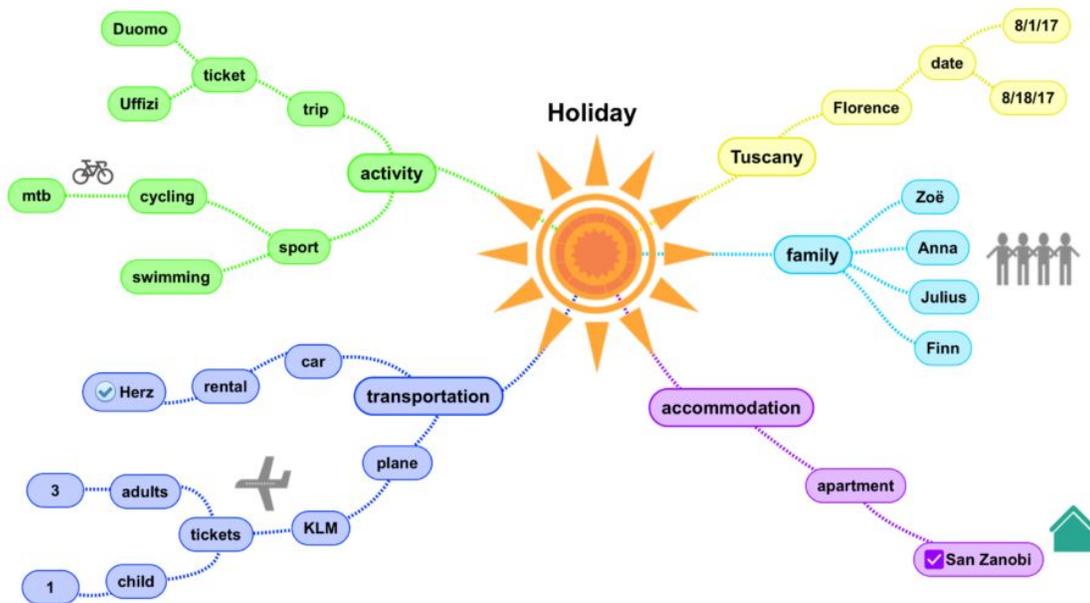
Section IV:

Student Teaching Journals

Evidence-Based Journal Entry #1

Descriptive Writing

The instructional strategy that I have chosen to use is mind mapping. In this strategy, students take a concept and break it down into a visual representation of its parts. It can be used as a reading comprehension note-taking strategy, where students group ideas that they have read based on smaller concepts. Mind-mapping can also be used as a pre-writing strategy as a way for students to organize their thoughts. They can generate ideas in a non-linear, visual way, but their ideas are still organized based on groups and sub-groups. An example is shown below:



SimpleMind. (2019) *Reading a Mind Map* [online image]. Retrieved 22 January 2019, from <https://simplemind.eu/how-to-mind-map/reading/>

Al-Zyound, A.A., Al-Jamal, D., & Baniabdelrahman, A. (2017). Mind mapping and students' writing performance. *Arab World English Journal*, 8(4), 280-291.

This study asks the question: does mind mapping improve the quality of student writing? It was tested on a group of 40 students at the Al Hashymiah School for Boys, where 20 students were the experimental group and the other 20 were the control. In the experimental group, the students practiced mind-mapping several times over the course of three months to practice generating ideas and organization in their writing. The researchers used a pre and post writing test to determine the success of the mind-mapping. The experimental group was found to be more successful, proving mind-mapping improves student writing.

Munim Md., F. & Mahmud, I. (2011). Mindmap: A powerful tool to improve academic reading, presentation, and research performance. *Review of Higher Education & Self-Learning*, 4(11), 21-26.

This study asks the question: does mind-mapping improve students' "academic reading, presentation and research performance" (Munim & Mahud 2011). The researchers studied a group of university students in Bangladesh who were taught to use mind-mapping to take notes when doing academic research, and they had to write a written summary of their research after taking notes. The students who did mind-mapping wrote better academic summaries of their research than the control group of students who did not do mind-mapping.

Analytical Writing

I chose to research and study mind-mapping with my specific students because I have noticed that my students have a hard time generating and organizing their ideas. When they have time to work on writing projects in class, they often spend a lot of it idle, and when I come over to assist them, they will say things such as "I don't know what to write." I have also noticed that when reading student writing, their ideas seem to be very scattered. I think that implementing this strategy in my classroom will help students with organizing their ideas in the prewriting stage of the writing process, making it easier for them to draft their ideas.

Reflective Writing

When I implemented this strategy in the classroom, I was ultimately happy with the results, but there would be a few changes that I would make. I used mind-mapping at the beginning of a writing project, where students were writing a personal narrative. I modeled an example on the board, where I placed a significant event in my life in the center, and I added supporting details of the event in circles around the bubble. I then gave students a 10-minute timer to do the same for their personal narratives with a list of prompts that could help them pick a topic to write about.

After the timer began, there was a quick divide in the students. About half of the class was able to think of an idea quickly and spent the whole time adding to their mind-map with supporting ideas while the other half of the class struggled with finding an idea to write about. This made me realize that I needed to give my students an opportunity to generate and solidify their ideas before beginning their mind map. I ended up extending the time for students to complete their mind map, which allowed those without an original idea enough time to both generate an idea and complete the mind map.

Even with that small road bump, I found this strategy to be very effective. When the students finished their mind maps, they organized their ideas into a graphic organizer with first, middle, and last sections for their narrative. The students who finished their mind maps quicker completed this very quickly. Another thing I noticed was that my students were very engaged in this activity. The class I completed this activity with is notoriously noisy and off-task. They were still talking while completing this activity; however, their

conversations were the most on-task they have been, and they were still participating in their writing. With the change of giving students specific time to generate ideas, I would definitely use mind-mapping as a prewriting strategy again.

Evidence-based Journal Entry #2

Descriptive Writing: The assessment strategy that I have chosen to research is peer-review in writing. Peer-review is a process where students reading, compliment and critique, and suggest revisions to their peer's writing. It can be implemented in various ways based on how the students are taught to review. They can focus on grammar, organization, ideas, or any of the other parts of writing as long as the teacher instructs them to do so.

Patchan, M. M., Schunn, C. D., & Correnti, R. J. (2016). The nature of feedback: How peer feedback features affect students' implementation rate and quality of revisions. *Journal of Educational Psychology, 108*(8), 1089-1120.

The study asks the question: how does the quality of peer feedback affect students' revisions. The participants in this study were 432 students from a university's psychology course. They wrote a first draft of a paper, reviewed a paper from their peers, and revised their draft based on peer revisions. The researchers then analyzed the comments that the students made to see what comments lead to the greatest revisions. They found that students who made comments with praise and localization of issues had the highest impact on future revisions, and comments "comments that focused on high-prose and substance issues" were also more likely to improve the paper's quality (Patchan, Schunn, & Correnti 2016).

Lundstrom, K. & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing, 18*, 30-43.

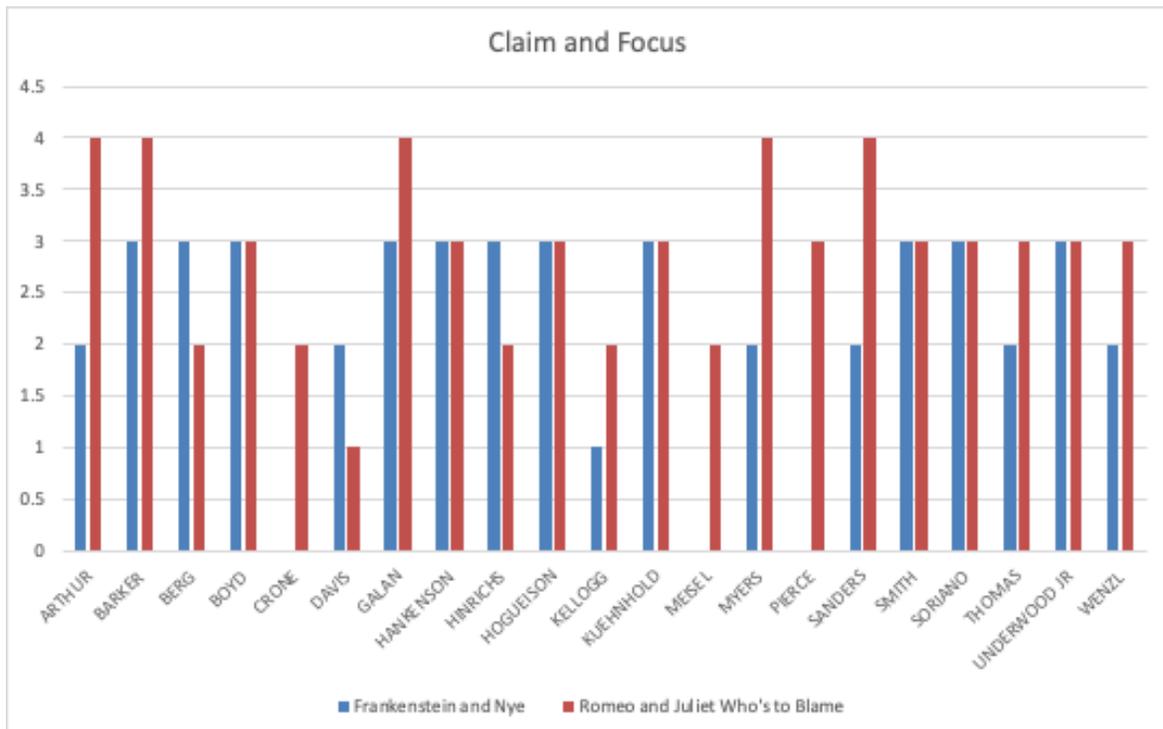
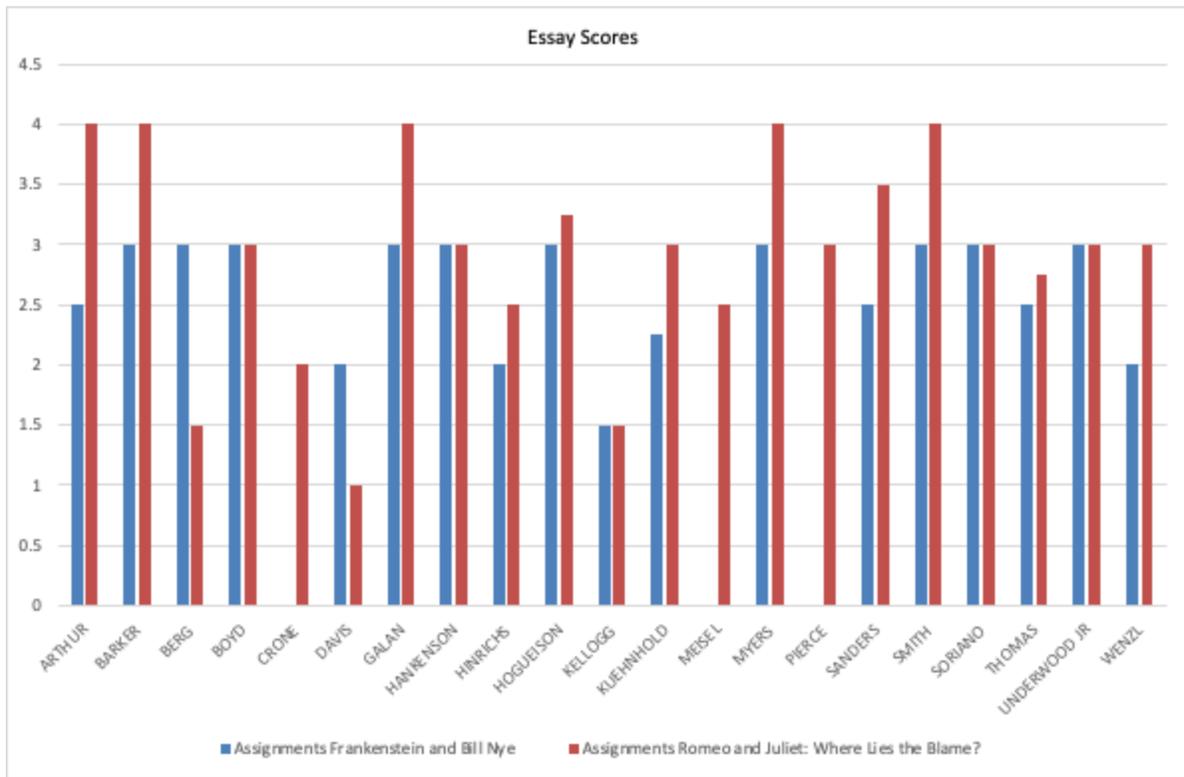
The study asks the question: does giving or receiving peer review feedback improve student writing? There were 91 university level participants at the English Language Center at Brigham Young University. They were divided into two groups: one was the giver of feedback and one was the receiver. The givers were taught how to give effective feedback and the receivers received that feedback. Ultimately, the study found that the students who were taught to give feedback made more improvements in their own writing.

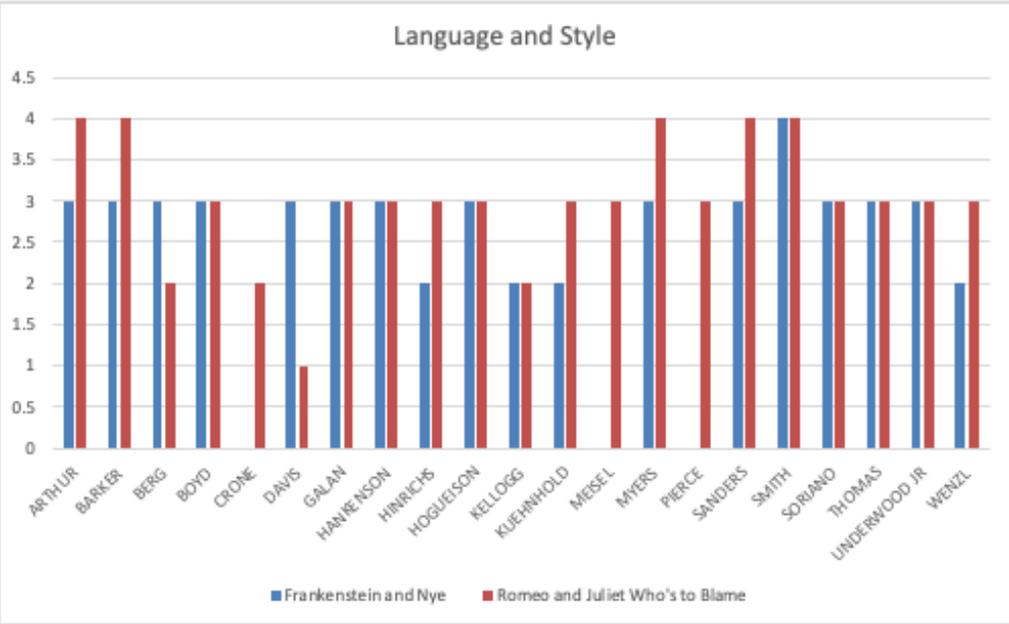
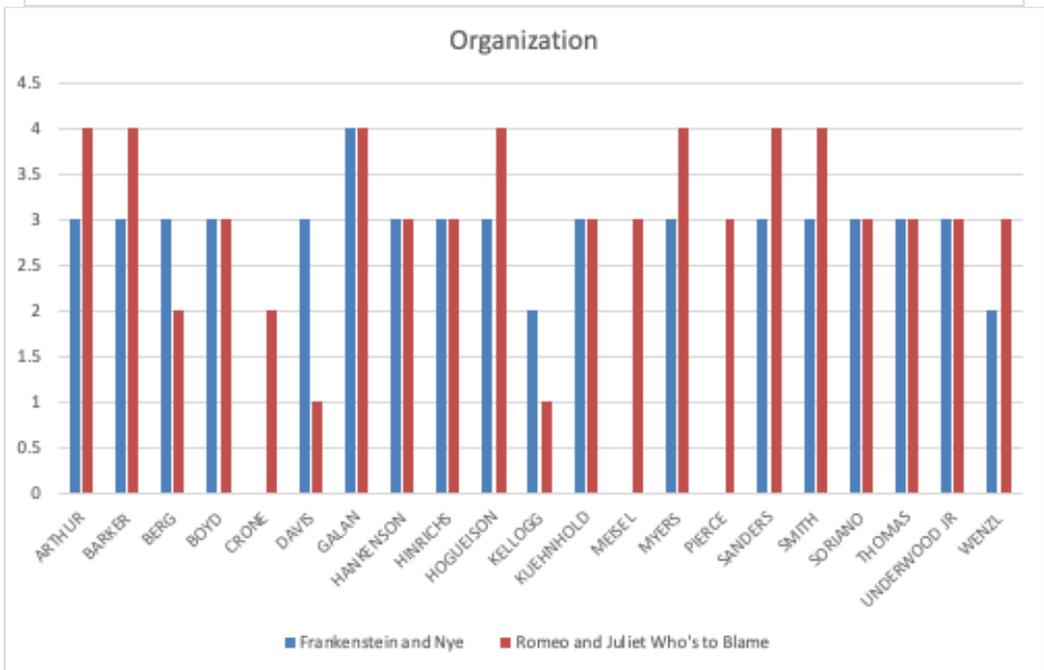
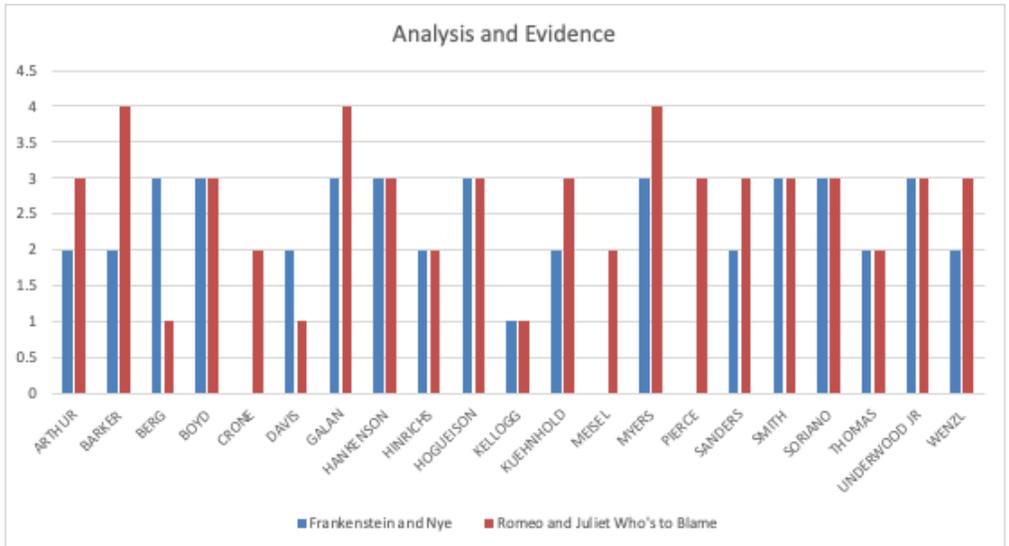
Analytical Writing:

I chose peer review as a strategy to use with my students because my students have struggled with the revision process in their writing. In the past, the students had been required to create a first, go through a revision process (including peer revision), and turn in a final draft. However, the students do not often make many changes to their first drafts. This is in part due to a lack of students having first drafts done in enough time to make substantial revisions to their drafts. When I am incorporating peer review into my teaching, I hope to take on the tips from my research and be explicit in my teaching of how to do peer review and require every single student to go through this process to complete the final draft.

Reflective Writing:

The first time that we used peer review as a strategy, it was not nearly as effective as I had hoped. First and foremost, we had many students that were simply not far enough in their essay to participate in peer review, so the percentage of the class that actually go to complete the assignment was quite low. We planned to use this strategy a few days into the drafting process of a narrative, but many of the students did not use their time very effectively during those work days. Currently, it is a goal of mine to increase student engagement in independent work time. I plan to do this by adding a bit more structure to work days on big projects. Additionally, I think that we should have spent more time going into the details of the rubric and setting more clear expectations for students while they were reviewing the other students' work. Some of the students were not entirely comfortable making any critical remarks toward their peer's work, which I think is because they have not practiced this very much. With repeated use of this strategy, I believe it will be far more effective in increasing engagement with the writing and helping students be more reflective of their own work. I will continue to use this strategy because I have seen it be very successful in other classrooms; however, I need to do more pre-teaching of both the strategy and the rubric to make it more effective with my students.





At the beginning of the trimester, my students wrote a text-dependent analysis essay that asked them to read a passage from Mary Shelley's *Frankenstein* and a transcript of a speech by Bill Nye both on the subject of cloning and creating life. The student's used the text to answer the question: is it ethical to clone human beings? The scores for this essay ranged from a 1.5 to 3 on the Thomas Jefferson scale, which translates to about a C- to a B. For the beginning of the semester, these were decent scores from the students, but there was definitely room for improvement. In the second essay, the students had just finished reading *Romeo and Juliet*, and they had to use text evidence to answer the question: who or what is to blame for the deaths of Romeo and Juliet? This time, the scores ranged from a 1 to 4. Generally, the students either stayed the same or increased their score on this second essay, and many students earned the top score of a 4 (A+).

Based on the initial scores of each category in the rubric, the students needed the most work in claim and focus and analysis and evidence of their writing. Since our reading standards were also focused on these ideas, this is where we put most of the focus throughout the Romeo and Juliet unit. To strengthen skills in claim and focus, we often began class with specific opinion questions about the text and had class discussions about them. This includes questions like why are Romeo and Juliet keeping their relationship a secret and which character caused the fight scene in 3.1? We would then have class discussions about the students' answers, where I would prompt them to defend their answer with an event from the text.

There were also several activities during instruction that were asking students to either use or find and use text evidence to back up a claim. At the beginning of the unit, the students were often given a bit more support. For example, in an early activity, we gave students a list of quotes from the play from several different characters. The students then had to analyze how the quote can be used to interpret that character's point of view. Later in the unit, they did a similar activity with the character's ideas about fate. After they practiced this skill several times, the students were given a similar graphic organizer to the ones they previously used, and they found their own pieces of text evidence to address the prompt. This sequence of events helped students strengthen their abilities both pick and analyze pieces of evidence from the story to prove a claim. It was evident that they did improve because of the scores in these two categories in the second essay. The average in claim and focus went from 2.47 to 2.95, and the average in analysis and evidence went from 2.42 to 2.75 in just a few weeks.

While many students were at similar levels for both of these focus skills, some had a better grasp on others. There were a few ways that we differentiated for the students. One way was that many of the in-class activities were group or partner assignments at the beginning of the unit. This allowed students who had more advanced skills to help their fellow students who struggled a bit. Another way we differentiated for the students was by providing individual support. When students were working, my mentor and I would use prompting questions to encourage students to make concrete claims and find text evidence. For example, if a student was having trouble finding a piece of text evidence (usually a specific quote), I would first ask them, "what is a moment in the play where you noticed x?"

This strategy was generally effective at helping students remember moments in the play that supports their claim, which makes it easier to find specific quotes. Before any of the students wrote their second essay, I review this strategy with the whole class as well, and the students were better at finding text evidence, which is evident in the higher scores. Since none of the students received a “4” in this area the first essay, we felt all students needed the multiple opportunities we planned to practice these skills.

Since the scores still averaged around a high 2 (B+), there are a few changes that I will be making in future lessons with these students. Although we did practice a lot of the specific skills the students used in their essay writing, they weren’t always practiced while writing. By this I mean the students were often filling out graphic organizers that were focused more on content than connecting the content through complete sentences and paragraphs. I think the students would benefit from more practice writing paragraph responses to questions throughout the unit to get them to better apply their skills in formal writing.

Additionally, even though we were mainly focused on claims and focus and evidence and analysis throughout the unit, these scores were generally still lower than the organization and language and style scores of the student essays. Luckily, this was a 9A class, meaning we will have the students again in 9B. The 9B standards are centered around making and analyzing claims of arguments, so we will be able to continue practicing these skills. In the next unit, the students will begin by reading and or listening to several examples of arguments and identifying how the authors and speakers make and defend claims. From there, they will continue practicing making their own claims using their own analysis of various texts. I think this continued practice with the addition of analyzing well-written mentor texts will help students continue to improve their claim and analysis skills.

Section V:

Strategies Presentation

Strategies Project: Written Summary

Amanda Shurtliff

English Language Arts 9th Grade

- 1. Objective(s):** *List the objective(s) of your sequence of lessons. These can be your own objectives, state standards or district standards.*

Iowa Core State Standards

RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter).

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 2. Instructional Strategies:**

- a. Description of the various instructional strategies used during the sequence of lessons:**

I used a variety of instructional strategies in my sequence of lessons, including but not limited to questioning and cues, think-pair-share, conferencing, real-world scenarios, and mind-mapping. I used questioning to foster critical-thinking, specifically in situations where students had to analyze an aspect of the text. They were asked why the author decided to phrase something in a certain way, building their skills mandated by standard RI.5. Students were often asked to answer these questions or cues through a think-pair-share, where they had the opportunity to gather their thoughts about the question and converse about them with their peers and as a class.

Real-world scenarios were integral to this unit. The idea of arguing may come naturally to teenagers, but I wanted to engage my students by showing them how they could use the skills they learned in this class in their own lives. When we learned about rhetorical strategies, I asked students how they have seen these used in advertisements. Before watching Dr. King's "I Have a Dream" Speech, I had students relay their knowledge on Marches on Washington, so they could build background knowledge as a class before watching Dr. King's speech.

Finally, I used conferencing as a part of the writing process practiced in this unit. During the second day of drafting, I talked to each individual student about the status of their essay in a 3-5 minute conversation. For each student, I gave them two goals to work on, written on a sticky-note. This gave them specific points to focus on while drafting and revising their essay.

- b. Instructional strategy featured in the Evidence-based Journal**

Entry: mind-mapping

- c. Citations for instructional strategy articles featured in the Evidence-based Journal Entry:**

Al-Zyound, A.A., Al-Jamal, D., & Baniabdelrahman, A. (2017). Mind mapping and students'

writing performance. *Arab World English Journal*, 8(4), 280-291.

Munim Md., F. & Mahmud, I. (2011). Mindmap: A powerful tool to improve academic reading,

presentation, and research performance. *Review of Higher Education & Self-Learning*, 4(11), 21-26.

d. Summary of the instructional strategy featured in the Evidenced-based Journal Entry:

The instructional strategy that I have chosen to use is mind mapping. In this strategy, students take a concept and break it down into a visual representation of its parts. It can be used as a reading comprehension note-taking strategy, where students group ideas that they have read based on smaller concepts. Mind-mapping can also be used as a pre-writing strategy as a way for students to organize their thoughts. They can generate ideas in a non-linear, visual way, but their ideas are still organized based on groups and sub-groups.

3. Assessment Strategies:

a. Description of the various assessment strategies used during the sequence of lessons:

In my sequence of lessons, I used various assessment strategies to ensure my students were learning the material that I was teaching them. These strategies include but are not limited to peer review, self-reflection, conferencing, analyzing Nearpod data, and quizzing.

At the beginning of the unit, I taught mini-lessons to the students on MLA formatting and avoiding plagiarism. These lessons were given through the interactive presentation technology platform Nearpod, which requires students to complete various activities, such as quizzes, short answer questions, and matching vocabulary. I then analyzed this data and found that students were struggling with the concept of MLA in-text citations. After this, I created another practice assignment for this skill and then quizzed the students using a Google Form on the basics of MLA formatting. Through this quiz, I found that 7% of the students were still struggling with this concept. I then went back to re-teach this in a pull-out lesson, and I was able to re-assign these specific students a make-up quiz in Google Classroom.

Throughout the writing process, all assessment strategies were related to the rubric that the students' essays were graded on, which was given to them at the beginning of the unit. This four-part rubric had also been used in previous essays, so both students and teachers could track growth from essay to essay. In my conferences, I gave students two specific goals to work on, that correlated to two

areas from the rubric. The self-reflection process after the essay was also based on the rubric. Students were asked to identify their greatest strength and weakness, according to the rubric, and they identified one area of focus for the next writing assignment.

b. Assessment strategy featured in the Evidence-based Journal

Entry: Peer Review

c. Citations for assessment strategy articles featured in the Evidence-based Journal Entry:

Patchan, M. M., Schunn, C. D., & Correnti, R. J. (2016). The nature of feedback: How peer feedback features affect students' implementation rate and quality of revisions. *Journal of Educational Psychology, 108*(8), 1089-1120.

Lundstrom, K. & Baker, W. (2009). To give is better than to receive: The benefits of peer

review to the reviewer's own writing. *Journal of Second Language Writing, 18*, 30-43.

d. Summary of the assessment strategy featured in the Evidence-based Journal Entry

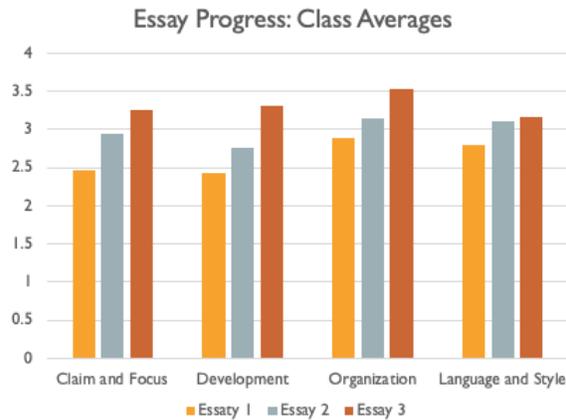
The assessment strategy that I have chosen to research is peer-review in writing. Peer-review is a process where students reading, compliment and critique, and suggest revisions to their peer's writing. It can be implemented in various ways based on how the students are taught to review. They can focus on grammar, organization, ideas, or any of the other parts of writing as long as the teacher instructs them to do so.

4. Technology-Supported Student Learning: Summary

Technology was used in all parts of the writing process. Students could complete their mind maps digitally in prewriting. They used revision assistant to help revise their essays. Peer review was done through Google Documents. Final grades were given using Google Classroom and Powerschool.

5. Impact on Student Learning

a. Graphic representation of data showing impact on student learning.



b. Analysis of above data

My students significantly improved in the areas of Claim and Focus and Development, moving from a class average of 2.47 to 3.26 and 2.42 to 3.3 respectively. These were my areas of focus before beginning this unit because they averaged under a “3” from the first trimester. To target these, I asked questions that prompted students “what is a moment in the speech where you noticed x?” I also used mind-mapping to specifically target the “development” section. This required every student to plan every piece of evidence from the text they were going to use before they started writing. It was successful, resulting in a +0.55 gain from Essay 2 to Essay 3.

By the end of the third essay, the class averaged a “B” range (2.5-3) in every category. The category that still shows the most potential for growth is language and style. In the rest of my time at my placement, I plan to teach a few mini-lessons, specifically focusing on revision strategies that target language, tone, and style in my students’ writing. I hope to include increasingly challenging prompts as well to keep my students on this path of growth.

ANALYZING & CREATING ARGUMENT UNIT



9th Grade English



Focus on analyzing and making arguments



Students will be able to analyze an argument for it's effectiveness



Students will be able to use strategies of rhetoric to create an effective argument

1

INSTRUCTION TO SUPPORT CONTENT

- Mind Mapping
 - Organize evidence from a text
- Conferencing
 - Structured conversations about the writing process
- Think-pair-share
 - Critical thinking/ real world

***Show Video**

2

INSTRUCTION TO ENGAGE LEARNERS

Video and real-world scenarios

- Compare to modern day march on Washington

Peer review groups

- Purposefully matching students based on essay drafts

Nearpod focus lessons

- Interactive presentations on MLA formatting and avoiding plagiarism

3

ASSESSMENT FOR PLANNING AND INSTRUCTION

- MLA formatting
 - Noticed students were struggling
 - Additional instruction and quiz
- Rubric-based pre-assessment
 - focus in instruction and created mind map and graphic organizer activity to address issues
- Student reflections on writing through Google Form

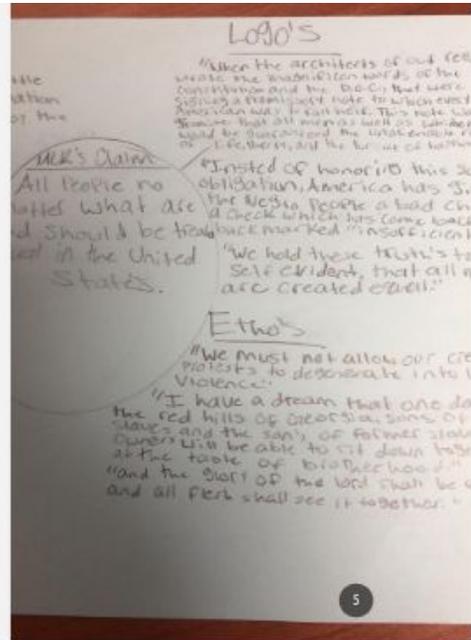
	Check #1	Check #2	Check #3
Above 60%	57%	79%	93%
Below 60%	43%	21%	7%

4

RESEARCH-SUPPORTED INSTRUCTION

- Al-Zyound, A.A., Al-Jamal, D., & Baniabdelrahman, A.
 - Students who used mind-mapping in prewriting out-performed those who didn't
- Munim Md., F. & Mahmud, I.
 - Students who used mind-mapping for note-taking out-performed those who did not

Mind-mapping was used as a pre-writing tool when preparing for an essay



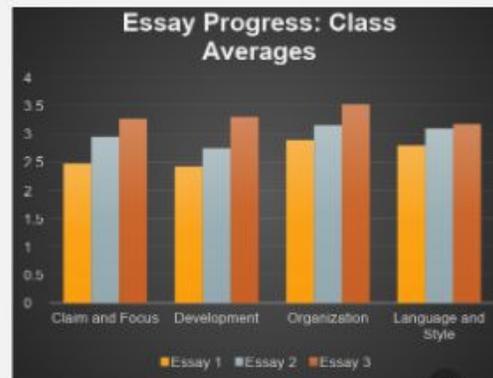
TECHNOLOGY-SUPPORTED INSTRUCTION

- Supplemental videos
 - Anticipatory sets and review information
- Nearpod focus lessons
 - MLA formatting and plagiarism
 - Student interaction
 - Collaborate- class discussion
- Revision Assistant
 - Revision process with signal checks

6

ASSESSMENT TO MEASURE LEARNER PROGRESS

- Data on writing from previous trimester
 - Focus on two specific rubric points with mind-mapping and conferencing
 - Increase in those skills after 3rd essay
- MLA formatting Nearpod and Quiz
 - Nearpod data showed need for improvement for whole class
 - Quiz on MLA showed targeted needs



7

ASSESSMENT TO MONITOR AND ENGAGE LEARNERS

- Rubric-centered instruction
- Individual conferences with specific goals
 - Sticky notes and clipboard
- Peer Review
- Self-reflection when the assignment was completed
 - Marked strengths and weaknesses and made goals

8

RESEARCH-SUPPORTED ASSESSMENT

- Patchan, M. M., Schunn, C. D., & Correnti, R. J.
 - Students who were given rubric-based feedback made the most successful revisions
- Lundstrom, K. & Baker, W.
 - Students who were specifically taught how to give feedback made the most improvements in their writing

Rubric with guiding questions was used to instruct peer review

- [Show video](#)

9

TECHNOLOGY
TO MONITOR
STUDENT
LEARNING AND
COMMUNICATE
RESULTS

- Nearpod data
 - Instant in-class assessment for teachers
- Revision Assistant
 - Immediate feedback for students
 - Generated class scores that were shared with students
- Google Classroom and Power school
 - Feedback on assignments
 - Grades communicated to students and parents

10

Section VI:

Honors Presentation

THE WRITING PROCESS REVISITED

Amanda Shurtliff, Dr. Saundra Shillingstad
College of Education, University of Nebraska at Omaha, Omaha, NE 68182

Standards and Objectives

Iowa Core State Standards

- RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter).
- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

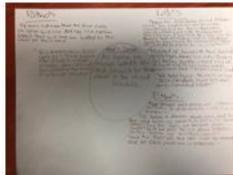
Unit Objectives

- Students will be able to analyze an argument for its effectiveness, specifically through the use of rhetorical strategies.
- Students will be able to use the writing process to compose an analytical essay.

Material/Methods

Instructional Strategies

- Mind-mapping
Organize Evidence from a text
- Conferencing
Structured conversations about the writing process
- Think-pair-share
Critical thinking/ real world



Assessment Strategies

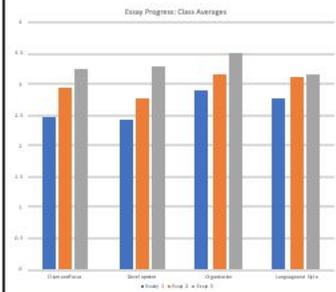
- Rubric-centered instruction
- Individual conferences with specific goals
Sticky notes and clipboard
- Peer Review
- Self-reflection when the assignment was completed
Marked strengths and weaknesses and made goals

Use of Technology

- Supplemental videos
 - Anticipatory sets and review information
- Google Classroom
- Revision Assistant
 - Signal Checks



Results



Differentiation

- Non-linguistic representations
- Individual Conferencing
- Use of homogeneous grouping

Conclusion

- Targeted skills increased
- Instructional strategies were effective (essay scores and student comments)
- Language and style instruction can still be improved

References

- Al-Quraib, A.A., Al-Jamal, D., & Sanjibulrahman, A. (2017). Mind mapping and critical thinking performance. *Journal of Pedagogical Research*, 6(4), 285-293.
- Garcia, A., & O'Donnell-Allen, C. (2015). *Pose, wobble, flow: A culturally proactive approach to literacy instruction*. New York, NY: Teachers College Press.
- Landstrom, K. & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing*, 18, 30-43.
- Murim Md., F. & Mahmud, I. (2011). Mindmap: A powerful tool to improve academic presentation, and research performance. *Review of Higher Education & Self-Learning*, 4(1), 21-26.
- Falshan, M. M., Schum, C. D., & Cornetti, R. I. (2016). The nature of feedback: How feedback affects implementation rate and quality of revision. *Journal of Educational Psychology*, 108(8), 1089-1120.
- Sommers, N. Strategies of Student Writers and Experienced Adult Writers. *College Composition and Communication*, 31(4), 378-388.
- Tobin, L. (2003). *Process Pedagogy: A Guide to Composition Pedagogies*, 1-18.