

Concept-Based Instruction

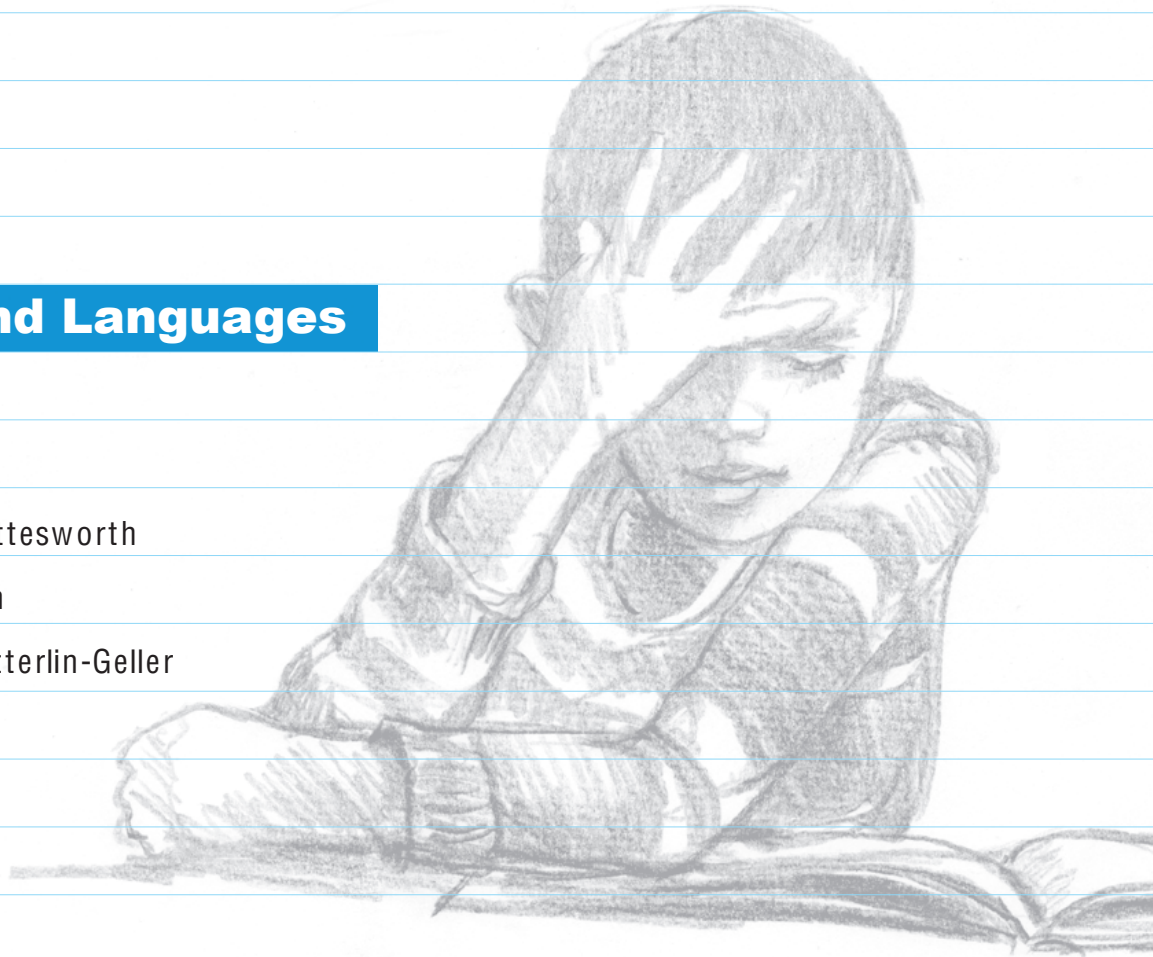
Second Languages

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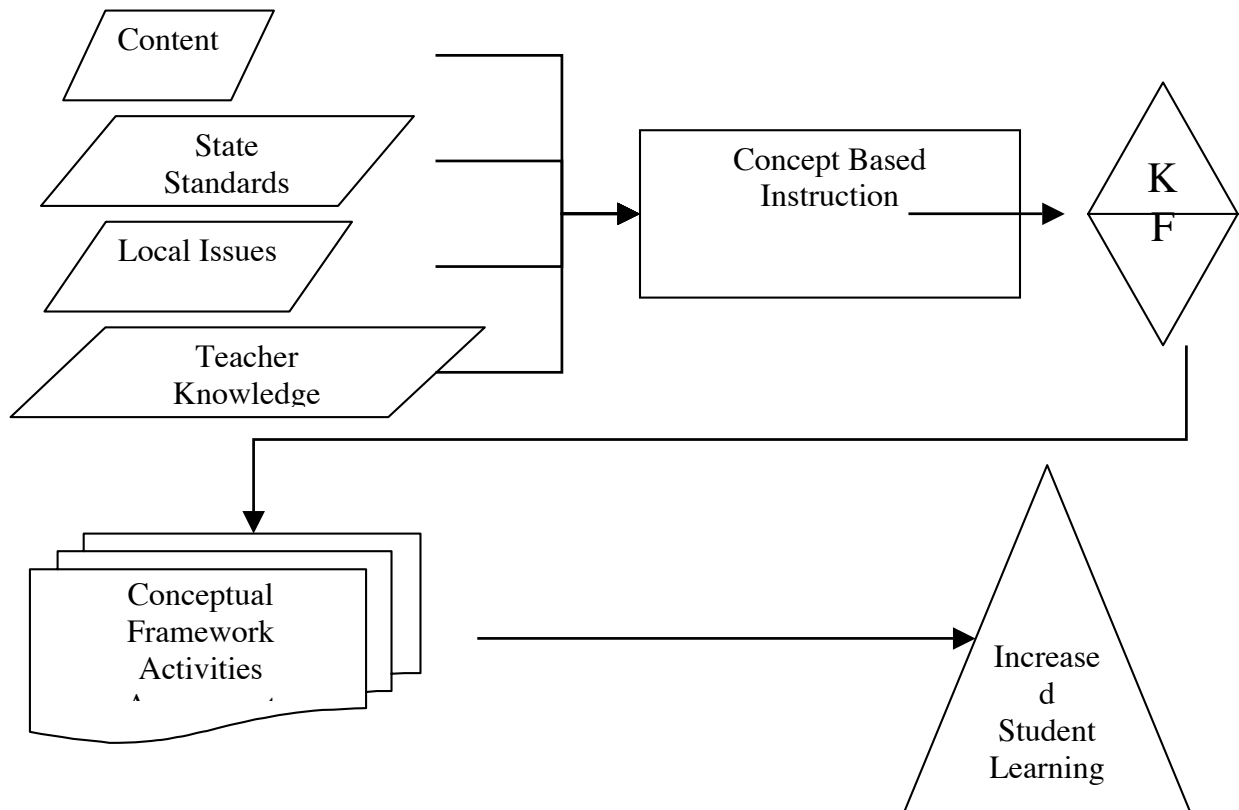
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Introduction

Review of Concept-based Instruction

As our classrooms become more inclusive, the cognitive and affective variability between students increases. Reaching high academic standards within any such classroom is daunting. With all of these constraints, how do we not teach to the lowest common denominator? How can we ensure success for *all* of our students in the same learning environment without individualizing each student's educational program? How can we be both efficient and effective?

Concept-based instruction (CBI) is a model to mediate curriculum, instruction, and assessment into manageable tasks that enables teachers to make appropriate content-specific information decisions to increase student achievement. CBI is conceptualized below.



For students to make sense of the sheer mass of factual data presented in class, they need an overt and easily accessible strategy to not only organize information into a manageable framework but also link it in such a way that a meaningful connection between unique and different situations develops overtly. Cognitive psychologists have found that increasing the structure and organization of presented material will promote proper encoding into memory

storage (Baddely, 1999; Mintzes, Wandersee, & Novak, 1997), and understanding requires relational thinking skills (Bransford, Sherwood, Vye, and Rieser, 1986). Relational thinking denotes the ability of the learner to ‘know what to do’ and ‘why to do it’ and is enhanced when thinking is modeled and activated within an intellectual context (Niedelman, 1991). Such intellectual contexts occur when information is organized so that it clearly reflects the “richness of connections between units of knowledge” (Chi & Koeske, 1983). Overtly organizing and linking information into meaningful units allows for greater amounts of material to be recalled and understood (National Research Council, 2000; Baddely, 1999).

Design. Concepts provide the bridge to acquiring relational thinking skills by serving as anchors for the cognitive structure. Attributes are critical to conceptual learning in that they represent the rules students use to categorize and distinguish examples from non-examples. Explicitly specifying the attributes is critical to provide students with the organizational rules that enable them to apply information and knowledge to new circumstances, settings, places, events, and eras. For example, a river is an example of a social studies concept that transcends time and place. Its attributes are: (a) a large natural stream of water, (b) flows from higher to lower elevation, and (c) empties into another body of water. Often, the tendency is to jump from the concept label, in this case “river” to specific examples, such as the Nile or Mississippi. A non-example is a creek. Though it consists of two attributes of river, as defined here, conceptually it is not a large body of water. Attributes help to avoid misrules in learning by providing a fundamental link that is constant across virtually all examples of the concept (Tindal, Nolet, & Blake, 1992).

Delivery. CBI uses graphic organizers (GOs) as a visual and organizational representation of knowledge forms to communicate relationships between concepts (Tukey, 1990), rather than requiring students to use cognitive resources that they may not possess to extract relationships from text (Robinson, 1998). GOs provide students with a meaningful conceptual framework from which they can activate their prior knowledge to create new schema in learning material (Ausebel, 1968). GOs improve comprehension by activating prior knowledge better and faster than text itself (Dunston, 1992).

Assessment. Research has repeatedly shown that students with disabilities, non-identified low achieving students, and students at-risk of academic failure do not succeed in factually based assessments (Schulte, Villwock, Whichard, & Stallings, 2001, Prater, 1993), yet these are the most prominent types of assessments used. CBI uses assessments that support the development of critical thinking skills by requiring learners to first acquire and control factual information as a basis for manipulating information in establishing relationships between knowledge forms. The process of acquiring critical thinking skills should be viewed as a continuum of both depth and breadth of declarative content knowledge and procedural problem-solving skills (Tindal & Nolet, 1995). To reflect this continuum, assessment systems should be designed to measure improvement of and be sensitive to all performing students in inclusive general education settings.

Overview of Training Module

This training module is divided into five sections, each of which is designed to give you step-by-step practice in developing a concept-based instructional unit.

- **Instructional Planning and Curriculum Analysis:** How do you figure out what concepts you want students to learn in a given unit? What sort of issues do you need to consider in your planning to make your teaching effective?
- **Instructional Delivery:** How do you design your curriculum to ensure that it is accessible to as wide a range of students as possible? What modifications and graphic organizers make most sense to use—and when does it make most sense to present them—in a particular unit?
- **Independent Activity:** How do you design activities for students to complete independently which help them learn to apply the concepts presented in a particular unit to other situations?
- **Assessment:** How do you design and implement assessments in a way that provides you with feedback you can use to evaluate and improve both student learning and your own instruction?
- **Teacher Reflection:** What sort of questions should you ask yourself at the end of each unit to allow you to continue to improve as a teacher?

Each section first provides you with information about that particular facet of teaching, then presents an in-class practice exercise designed to clarify the concepts and activities you will be using to organize your thoughts in that particular area. Each section concludes with a homework assignment which will allow you to apply concept-based instruction to a unit or units of your own choosing.

After completing this training module, you will be proficient with the process of designing, delivering, and assessing content material conceptually, thus ensuring that *all* students in your classes have been presented information in a way that makes the important concepts in your curriculum transparent. Your curriculum will be aligned with the state standards, and you will have additional resources to enhance your lessons. Finally, you will be proficient in designing and using assessment measures that will inform your teaching and track students' learning to allow for better instructional decision-making.

Section 1:

Instructional Planning and Curriculum Analysis

CLASSROOM EXAMPLE

Key Issues

When reviewing section 1, participating in the assigned tasks and creating your own concept based instruction units; you might like to keep the following key issues in mind.

Concepts and Attributes
Long-term Planning
Review Strategies
Note Taking Strategies
Curriculum Resources
Integration of Technology in the Curriculum
Demonstrations and Experimentation
Student Background and Skill
Student Motivation
Student Accommodations

Curriculum Material

Textbooks

Mayer-Watt, S. (1986). no-glamour grammar. East Moline, Il: LinguiSystems, Inc.

Chapter Summary

This chapter from the text book No-Glamour Grammar deals with the concept of writing sentences. This task is broken down into small increments of learning and builds on initial skills and information presented. As the unit progresses the difficulty increases. This unit follows the following outline:

- 1) An explanation of the grammar concept
- 2) Some examples of usage
- 3) Exercises involving the identification of the grammar concept
- 4) An exercise that involves fill-in-the-blank and/or multiple-choice and/or sentence writing exercises targeting the particular concept

From this conceptual unit students will be able apply their knowledge of sentence writing to any content area.

Sentences

Rules: A sentence is made up of a complete subject and a complete predicate. If either part is missing, then it is not a sentence.

sentence = subject + predicate

The subject is who or what the sentence is about.

The predicate gives information about the subject.

Here are some examples of complete subjects.

An old man	My birthday present
Some person	This bush
The fire	Pete
That woman	Our new car
Our house	The class

Here is how these subjects are used in sentences.

1. An old man came to my door.
2. Some person wants to see you.
3. The fire went out.
4. That woman looks like you.
5. Our house is empty.
6. My birthday present came in a box.
7. This bush needs to be trimmed.
8. Pete called me.
9. Our new car won't start.
10. The class is dismissed.



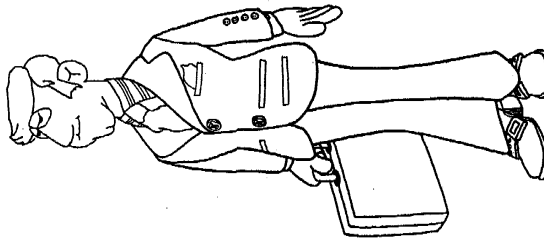
Sentences

Fill in each blank with a complete subject from the box. There may be more than one choice. Use each answer once.

My present A man	Our car Some person	The fire Pat	That woman The class	This bush Our house
---------------------	------------------------	-----------------	-------------------------	------------------------

Example: A man got the job.

1. _____ burned all night.
2. _____ is my stepmother.
3. _____ is two stories high.
4. _____ was wrapped nicely.
5. _____ dropped his wallet.
6. _____ works as a waiter.
7. _____ ran out of gas.
8. _____ needs water.
9. _____ is full of girls.
10. _____ stole the money.



Sentences

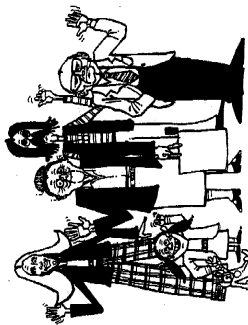
Rule: The subject of a sentence can be plural (more than one).

Here are some examples.

My books	Some boys
The pencils	Mice
The girls	The doors
The people	My ideas
Those trees	The buildings

Here is how these subjects are used in sentences.

1. **My books** are new.
2. **The pencils** fell off the desk.
3. **The girls** are sisters.
4. **The people** were angry.
5. **Those trees** shade the yard.
6. **Some boys** broke the window.
7. **Mice** ate the cheese.
8. **The doors** closed slowly.
9. **My ideas** are good.
10. **The buildings** looked tall.

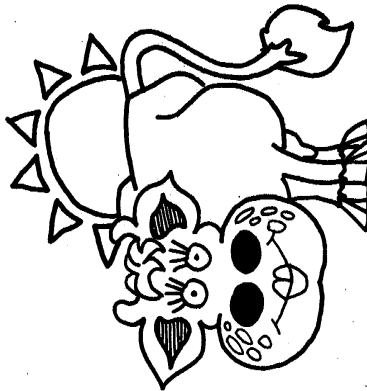


Sentences

Circle the complete subject in each sentence. The complete subject may be more than one word.

Example: (The pencils) are new.

1. The girls talked a lot.
2. Mice ran everywhere.
3. Those trees are pine.
4. Some boys cleaned the yard.
5. The pencils broke.
6. The buildings need remodeling.
7. The people understood.
8. My books are all about animals.
9. The doors are all closed.
10. My ideas need to change.
11. Those trees have dropped their leaves.
12. The girls played soccer.



Sentences

Rule: The subject of a sentence may be a pronoun.

The subject pronouns are:

singular	plural
I	we
you	you
he, she, it	they

Here is how these pronouns are used as the subjects of sentences.

1. I am sorry.
2. You are my brother.
3. He came over.
4. It is a sunny day.
5. We are at home.
6. You must sit together.

Circle the subject pronoun in each sentence.

Example: I am your friend.

1. She is very pretty.
2. It started to rain.
3. They help a lot.
4. He works here.
5. You must be Alice.
6. We were not to blame.
7. They were late.
8. You are a fine group of students.



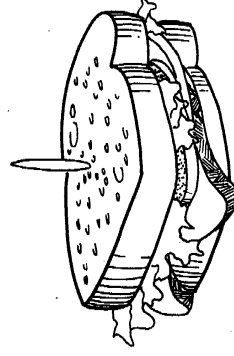
Sentences

Fill in each blank with a subject pronoun from the box. Use all the pronouns. Some will be used twice.

I	You	We	It	He	She	They
---	-----	----	----	----	-----	------

Example: It is my favorite snack.

1. _____ don't work when they get wet.
2. _____ didn't tell me your name.
3. _____ blows its whistle when it arrives.
4. _____ is a pretty woman.
5. _____ have snow-covered peaks.
6. _____ works as a firefighter.
7. _____ stand up to salute.
8. _____ rains all the time.
9. _____ are best friends.
10. _____ is my teacher.

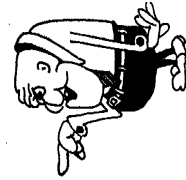


Sentences

Finish each sentence using the subject pronoun given.

Example: You are my best friend.

1. He _____
2. She _____
3. You _____
4. They _____
5. It _____
6. We _____
7. She _____
8. I _____
9. They _____
10. It _____



Sentences

Rules: A sentence is made up of a complete subject and a complete predicate. If either part is missing, then it is not a sentence.

The subject is who or what the sentence is about.

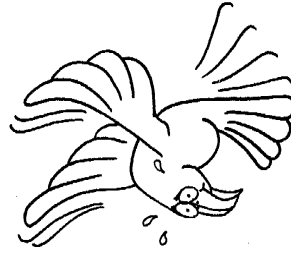
The predicate gives information about the subject. The predicate always includes a verb. It may include other words besides the verb.

Here are some examples of predicates.

fight sometimes	sleeps
look sleepy	runs and jumps
fly	play in the yard
dance	make a lot of noise
sees the bird	work hard

Here is how these predicates are used in sentences.

1. The brothers **fight sometimes.**
2. The children **look sleepy.**
3. The airplanes **fly.**
4. Mom and Dad **dance.**
5. Bob **sees the bird.**
6. My baby **sleeps.**
7. The horse **runs and jumps.**
8. The children **play in the yard.**
9. The ducks **make a lot of noise.**
10. The people **work hard.**



Sentences

Fill in the blank with a predicate from the box. There may be more than one choice. Use each answer once.

play in the yard runs and jumps looks sleepy	make a lot of noise fight sometimes sleep	fly sees the bird work hard dance
--	---	--

Example: John and Linda fight sometimes.

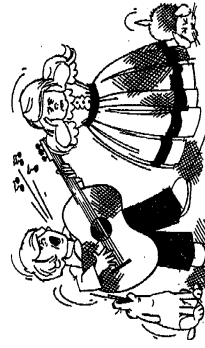
1. At the ballet, they _____
2. The busy mothers _____
3. During the day, owls _____
4. The excited cat _____
5. My tired puppy _____
6. The children _____
7. The firecrackers _____
8. The track star _____
9. The jealous sisters _____
10. The paper airplanes _____

Sentences

Finish each sentence using the predicate given.

Example: The singers make a lot of noise.

1. _____ work hard.
2. _____ run and jump.
3. _____ sees the bird.
4. _____ play in the yard.
5. _____ looks sleepy.
6. _____ sleep.
7. _____ make a lot of noise.
8. _____ dance.
9. _____ fly.
10. _____ fight sometimes.



Sentences

Rules: A sentence must have a subject and a predicate.

A subject is who or what the sentence is about.

The predicate gives information about the subject.

Here are examples of sentences.

Subjects

1. The birthday present

2. Pat

3. The doors

4. The people

5. I

6. They

7. The buses

8. Gerry and Leslie

9. You

10. The stores

Predicates

was for me.

lives next to us.

lead to my office.

went to church.

was here on time.

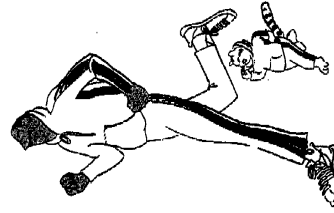
were on your desk.

make a lot of noise.

always work hard.

are my best friend.

are closed.

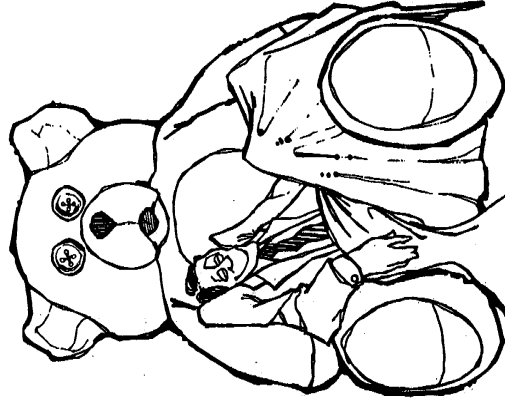


Sentences

Divide each sentence between the subject and the predicate. Use a slash line (/). Remember to put the slash line (/) right after the subject.

Example: He / slept through the night.

1. The stereo was loud.
2. We studied hard.
3. The fireman climbed the ladder.
4. The cat scratched the chair.
5. They are not my brothers.
6. The tray spilled.
7. The box caught on fire.
8. Bob sang to us.
9. The lights are bright.
10. Sherry is my girlfriend.
11. She turned the channel.
12. The clocks tick loudly.

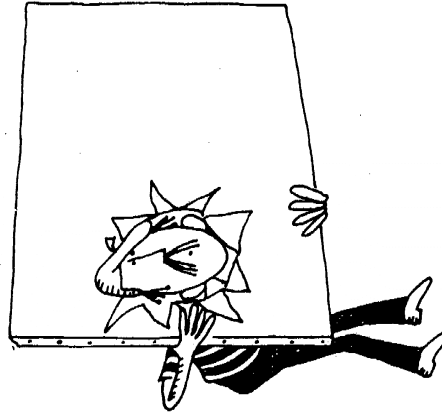


Sentences

Write: an X for each sentence.
a P for each predicate.
an S for each subject.

Example: P was here

1. ____ Some boys came over.
2. ____ The people
3. ____ run and jump
4. ____ The doors stay locked.
5. ____ they
6. ____ closes tightly
7. ____ were happy
8. ____ The day was nice.
9. ____ see
10. ____ I



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Concepts, Attributes, Examples, and Non-Examples

The concept presented throughout this unit is *simple sentences*. Each lesson within this unit focuses on a different example of this concept. The attributes that support and define this concept for this unit are (a) *punctuation*, (b) *subject*, and (c) *predicate*. Each attribute is thoroughly described below.

Punctuation: Punctuation is the visual sign which helps a reader distinguish between words and sentences and helps the reader understand the relationships between words. Technically, capitalizing, spaces between words, and indentations at the start of paragraphs are all forms of punctuation. But usually when we speak of punctuation, we speak of the symbols we use to mark sentences--the punctuation marks. They help the reader understand exactly what the writer's intentions are. In English the following punctuation marks are normally used: **period, question mark, exclamation point, comma, semicolon, colon, quotation marks, single quotation marks, italics, underlining, dash, hyphen, parentheses, brackets, ellipsis, and virgule**. Non-examples include the absence of a capital letter at the beginning of a sentence or the absence of punctuation at the end of a sentence.

Subject: The subject of a sentence or clause is the part of the sentence or clause about which *something* is being said. *It* is usually the doer of the action. *It* is a noun or a

pronoun. *The examples* or subjects in this section are italicized. Non-examples would include sentence fragments, predicate nouns: He was king or exclamations: Look out!

Predicate: The predicate of a sentence is that part of the sentence which says something about the subject. It expresses the action of the sentence or the condition of the subject. The complete predicate contains the verb with its modifiers plus any complements and their modifiers. The verb is sometimes referred to as the simple predicate. Non-examples include sentence fragments, dependent clauses or the subject of a sentences.

Concept Example: Simple Sentence

<i>Concept</i>	<i>Attributes</i>	<i>Examples /Non Examples</i>
A sentence	Punctuation	Example: Capital Letters, commas, periods, exclamation marks Non-example: words, clause, phrase
	Subject (<i>In italics</i>)	Example: <i>The dog</i> is big. <i>We</i> are smart. <i>Her house</i> is yellow. Non-example: I like <i>apples</i> . <i>Walked to the football game</i> .
	Predicate	Example: The wind <i>is blowing fiercely</i> . <i>Gone is</i> the wildlife that used to inhabit this forest. Non-example: The <i>king</i> ; <i>Brittney Spears</i> ; <i>Tall, round and blue</i> .

Teacher Collaboration and Support for Students with Special Needs

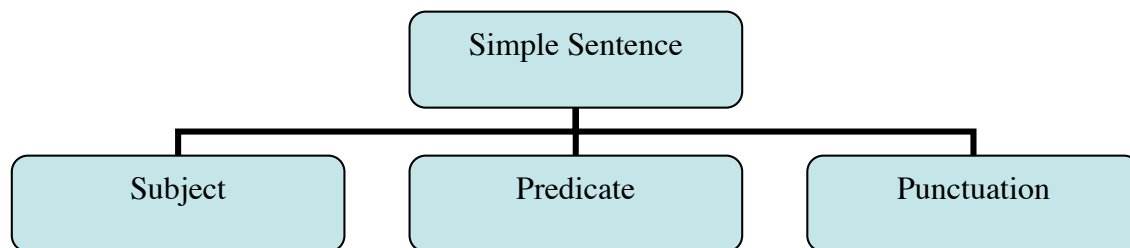
For a number of reasons, teachers should collaborate in developing concept-based instructional units. First, it takes considerable time to develop them, requiring teachers to analyze curriculum, develop attributes, organize examples, and consider various instructional tactics. Second, they foster a common language for teachers to share both their own teaching emphasis as well as student learning. Third, they provide a built-in support system applicable for the full range of students: concept-based instruction works particularly well for those with special needs (both those with reading difficulties and those with talents). Yet, even with a common language, students with special needs may need specific accommodations to access the lesson. If the unit is ostensibly about writing sentences, then reading need not be essential, and students who are not fluent in reading should still be able to participate. This statement should not be taken as an endorsement that learning to read is not important. Rather, it is meant simply to emphasize an important distinction: learning to read fluently versus reading to understand content. With a concept-based unit, the focus is learning not only about specific skills but about the process of writing skills. Collaboration between teachers helps ensure that more students benefit from CBI.

Several accommodations may be needed to ensure that all students learn the concept of writing sentences, even students who cannot write proficiently in their first language. Following are five specific examples of accommodations, though many more possibilities could be developed.

1. Have the student dictate to a scribe what they would like in their sentence.

2. Have student work with a graphic organizer that focuses on the essential parts of a sentence.
3. Let students write the sentences on the word processor or computer.
4. Have students use oral examples of good sentences.
5. Have students sort examples and non-examples of sentences and then copy the examples into their book.
6. Have students underline the important elements or correct omissions from sentences provided.

Graphic Organizer - Simple Sentences Unit



The basic shape of the lesson is one of model-lead-test in which teachers actively shape the phases of instruction. This kind of planning allows any number of activities to be embedded within these three phases.

Ideally, the lesson has an advance organizer at the core of the instructional plan (see Ausubul, 1968, for the initial presentation of this component). An advance organizer provides an overview of the entire lesson, the direction to be taken and the content to be addressed. With concept-based instruction, the concept map is the most obvious and easy way to present an advance organizer.

Several researchers have completed studies in this area, referring to advance organizers as concept maps, graphic organizers, mind maps, and webbing. The findings from most of these studies are that advance organizers are effective in helping students organize information.

This graphic could be displayed as a series of events chain in which the subject of the sentence and the predicate of the sentence are joined and the punctuation is applied. In this rendering, it is important to recognize that the order of application is not important as long as the sentence is logical. The attribute of punctuation can be the first step in writing the sentence by beginning with a capital letter or punctuation can be the last step once the subject and predicate are logically interwoven. As long as all attributes are present the order in which they were applied is not important.

State Standards Alignment

The curriculum unit presented here aligns with the Oregon State Content Standards in Second Languages (World Languages).

Content Domain	Common Curriculum Goal	Content Standard	Benchmark Level: Stage 2	Rationale for Including
Writing	Communicate information and express ideas in written form for a variety of audiences and purposes.	Communicate information and express ideas in written/ videotext* form for a variety of audiences and purposes	Write/ compose short phrases, lists and simple sentences.	This unit provides a basis for understanding sentences and the mechanics of writing simple sentences.

Additional Resources

Listed below are resources related to the content of this instructional unit.

World Languages Web Sites	
Source	Rationale for Using
ACTFL American Council for Teachers of Foreign Languages http://www.actfl.org/body.cfm	The American Council on the Teaching of Foreign Languages-ACTFL- is a national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 7,000 foreign language educators and administrators from elementary through graduation education, as well as government and industry.
COFLT Confederation in Oregon for Foreign Language Teachers http://www.open.org/coflt/a.htm	COFLT is a state organization dedicated to the improvement and expansion of all languages in the state of Oregon. All levels of instruction are included as well as private school teachers and retired persons.
National Foreign Language Resource Center (nflrc) http://www.lll.hawaii.edu/nflrc/	National Foreign Language Resource Center (nflrc) in Hawaii. This is an excellent resource for foreign language teaching strategies, language testing and curriculum development.
National Capital Language Resource Center http://www.cal.org/nclrc/	National Capital Language Resource Center is one of nine federally funded language resource centers. The mission of the NCLRC is to serve as a resource to improve the teaching and learning of languages other than English. It is collaboration between Georgetown University and Center for Applied Linguistics and The George Washington University.
Multiple language Site Berlitz: Helping the World Communicate http://www.berlitz.com/whatsnew.html	This site has lots of material for teachers and a chat for kids.
Internet Activities for Foreign Language Classes http://www.radel.com/games/guessing/control.html	This is an excellent drill and practice web site for both teachers and students. The site allows you to practice and gives you a score. The worksheets can be downloaded for classroom use without computers.
Agora Language Marketplace http://agoralang.com/	This is an excellent site for teachers of various modern languages.

IN-CLASS PRACTICE EXERCISE

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account prior to instruction. Consider actions you will need to take when planning this unit.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Curriculum Material

Textbook

Mayer-Watt, S. (1986). no-glamour grammar. East Moline, IL: LinguSystems, Inc.

Content Chapter

Read the following textbook chapter.

Present Tense

Write a sentence for each verb. Use the present tense.

Example: deny She denies that she is old.

1. run

2. work

3. feel

4. come

5. do

6. go

7. kiss

8. toss

9. wash

10. catch



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Present Tense

Rule: Verbs show time, or tense. Verbs in the present tense tell about something that happens.

Here is how the present tense of the verb *run* is used with subject pronouns.

singular	plural
I run	we run
you run	you run
he, she, it runs	they run

Rules: The subject of a sentence is who or what the sentence is about.

Add an *s* to the end of a verb in the present tense whenever the subject can be replaced by *he, she, or it* (singular subjects).

Here are some examples of singular subjects.

he (Mr. Jones) she (Linda) it (the machine)

Here is how these singular subjects are used in a sentence with the verb *run* in the present tense.

1. He runs daily.
2. She runs home.
3. It runs smoothly.
4. Mr. Jones runs after work.
5. Linda runs a lot.
6. The machine runs by itself.

Write the present tense of the verb *stops* in the blank.

Example: My boyfriend stops.

1. He _____.
2. She _____.
3. It _____.
4. The boat _____.
5. My teacher _____.
6. The horse _____.

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Present Tense

Write come or comes in each blank. Use comes for singular subjects that can be replaced by he, she, or it.

Examples: The party comes alive at night.

She comes over to talk.

The children come home around 3:00 P.M.



1. The mail comes late every day.

2. She comes from a nice family.

3. The people come from all over.

4. He comes from Arizona.

5. Christmas comes in December.

6. The bus comes every hour.

7. The dogs come when we call.

8. We come each year by train.

9. You come in where it is warm.

10. The motorcycle comes from Japan.

Present Tense

Rule: Add an s to the end of a present tense verb whenever the subject can be replaced with he, she, or it. Add es to the end of the verb whenever the verb ends with s, z, sh, ch, x, or o.

Here are some examples.

kiss	kisses	catch	catches
buzz	buzzes	fix	fixes
wash	washes	do	does

Write the correct present tense form of the verb in the blank.

Example: toss The dog tosses his head back.

1. box The fighter boxes every day.

2. do The machine does the work.

3. latch The guard latches the door.

4. fish The old man fishes for his dinner.

5. whizz The race car whizzes by us.

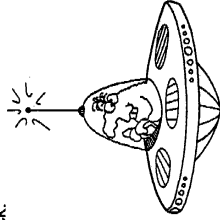
6. sketch The artist sketches the baby.

7. go A vacation goes quickly.

8. frizz Her hair frizzes in the fog.

9. dress The boy dresses in his suit.

10. crash The toy crashes to the ground.



Present Tense

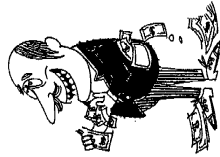
Rule: When a present tense verb ends with a vowel + y, then just add s.

Example: delay delays

Write the present tense form of the verb given.

Example: repay The gambler repays the money he borrows.

1. enjoy Lou _____ eating a big meal.
2. relay He _____ the message to me by phone.
3. pay Mrs. Lewis _____ me each Saturday.
4. say It _____ Keep Off the Grass.
5. play My teacher _____ the organ, too.
6. annoy That sound _____ me.
7. employ This company _____ forty-three people.
8. destroy The wind _____ the flowers.
9. stay My dog _____ on command.
10. delay Mom _____ dinner until six.



Present Tense

Rule: When a present tense verb ends with a consonant + y, change y to i and add es.

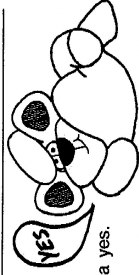
Here are some examples.

try	tries	fly	flies
rely	relies	hurry	hurries
deny	denies	carry	carries

Write the correct present tense form of the verb in the blank.

Example: reply He always replies with a yes.

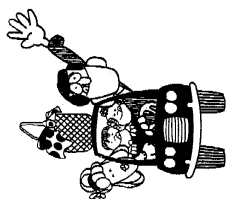
1. carry She _____ all the weight by herself.
2. hurry The rabbit _____ across the path.
3. rely The horse _____ on its owner for food.
4. fly The plane _____ close to the ground.
5. deny He _____ the charges against him.
6. bury The dog _____ his bone in the ground.
7. cry Bobby _____ when he wakes up.
8. marry She _____ John on Saturday.
9. spy He _____ through the keyhole.
10. try Mary always _____ to help.



Present Tense

Circle the correct present tense form of the verb.

Example: They (play) plays, playes) a long game.



1. The dog (go, gos, goes) everywhere with us.
2. I (enjoy, enjoys, enjoys) a picnic at the beach.
3. The dryer (run, runs, runes) for two hours.
4. Her shoes (match, matches, matches) her coat.
5. She (cry, crys, cries) when she's lonely.
6. You (feel, feels, feelles) warm to me.
7. The water (taste, tastes, tastees) good.
8. Mom (say, says, sayes) it's no problem.
9. The cat (do, dos, does) what it wants.
10. He (rely, rels, relies) on his friends.
11. I (wish, wishes, wishes) I knew how.
12. Mrs. Martin (drive, drives, drivees) a truck.
13. We (fish, fishes, fishes) off this pier.
14. This car (come, comes, comees) with blue seats.

Chapter Summary

After reading the preceding textbook chapter, write a description of the content. Highlight important issues presented in the material.

Concepts, Attributes, Examples, and Non-Examples

Use the following definitions, explanations, and examples to identify the concepts, attributes, examples, and non-examples from the text passage provided.

- **Concept:** a class of events, names, dates, etc. that share a common set of defining attributes or characteristics. A concept is timeless, universal, abstract and broad, and is usually represented by 1-2 words. When identifying a concept, consider why it is important that students learn this information. This will lead you to a broader vision of the topic and assist in the articulation of the concept.
- **Attribute:** essential element of a concept. Attributes help students gain a deeper understanding of the concept. Once you have identified a concept and several examples, identify the critical characteristics of the concept. To assist in this process, write a dictionary definition of the concept. What defines the concept and is consistent across all examples of the concept? These are the attributes.

CONCEPT EXAMPLE

<i>Concept</i>	<i>Attributes</i>	<i>Examples /Non Examples</i>
Party	Gathering of People	Example: friends, co-workers Non-example: jail inmates
	Distinct Event (particular location, specific time, etc.)	Example: Lava Lounge from 8 – 10 pm Non-example: Shopping mall from 2 – 4 pm
	Intent to Have Fun	Example: celebrating an event Non-example: a somber occasion to mourn an event
	Activities	Example: eating, dancing, games, talking Non-example: studying
	Party Items	Example: stereo, food, decorations Non-example: none

Complete the following charts for the information presented in the content chapter provided. Use the “Key Concepts” chart to identify the critical components presented in the chapter. You may find more or less than ten key concepts. Use additional paper if necessary.

KEY CONCEPTS

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

From the list above, isolate several main ideas and write these in the space provided for “Important Ideas.” You may have more or less than three important ideas.

IMPORTANT IDEAS

1. _____

2. _____

3. _____

From the list above, determine the concept and supporting attributes for each important idea. Write this information in the “Concept Descriptions” chart below. Identify plausible examples and non-examples for each attribute. Use additional paper if necessary.

CONCEPT DESCRIPTIONS

<i>Concept</i>	<i>Attributes</i>	<i>Examples /Non Examples</i>
1		
2		
3		

* Use additional paper if needed.

Tindal, G., Nolet, V., & Blake, G. (1992). *Research, consultation, & teaching program training module No. 3: Focus of teaching and learning in content classes*. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

State Standards Alignment

Describe the alignment of this curriculum with the state standards. Refer to the Department of Education's website for an updated version of the state standards in your grade level and content area. Include as much information as is available from your state and/or content area.

Content Domain	Common Curriculum Goal	Content Standard	Benchmark Level: _____	Rationale for Including

* Use additional paper if needed.

Instructional Planning and Curriculum Analysis Peer Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Instructional Delivery plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the unit.	/0.5
Positive Comment:	
Areas for Improvement:	
Curriculum Material	
1. Textbook citation is correctly formatted.	/0.5
Positive Comment:	
Areas for Improvement:	
2. Chapter summary is complete and accurate. Important and relevant information is included.	/0.5
Positive Comment:	
Areas for Improvement:	
Concept Analysis	
1. Concepts and attributes are clearly identified. Attributes are critical and important for understanding the concept.	/1
Positive Comment:	

Areas for Improvement:	
2. Examples and non-examples are clearly identified and reasonable. Examples help clarify the concept and attributes.	/1
Positive Comment:	
Areas for Improvement:	
State Standards Alignment	
1. Relevant information is provided relating the state standards to the unit.	/0.5
Positive Comment:	
Areas for Improvement:	
2. Curriculum is appropriately aligned with the state standards identified. Rationale for alignment is clear and reasonable.	/0.5
Positive Comment:	
Areas for Improvement:	
Additional Resources: a variety of relevant and useful resources are included.	/0.5
NOT REQUIRED FOR THE IN-CLASS PRACTICE	
Possible suggestions for sources of additional information:	
Final Comments:	
	/5

HOMEWORK ASSIGNMENT

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account prior to instruction. Consider actions you will need to take when planning this unit.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Curriculum Material

Textbook

Locate and photocopy a textbook chapter or section from your area of interest. Provide a citation using the appropriate format as specified in the latest edition of the *Publication manual of the American Psychological Association*.

Please note: If your text book is in another language other than English please make copious notes on a photocopied copy of the chapter so others, not familiar with the language, are able to understand the content in the chapter when reviewing the textbook chapter directly.

Chapter Summary

Write a narrative description of the content. Include all important information and issues presented in the text material.

Content Planning Worksheet

Complete the following planning worksheet for a 2- to 3-week segment of content you plan to teach. This segment probably would correspond to a chapter in the textbook you normally use in the class specified, but it could correspond to an entire unit in the textbook, or a few chapters taught together as a short unit, or selected parts of a chapter. However, please refer to a complete segment rather than a specific lesson or set of lessons. For example, if you generally give a test about every two or three weeks (or three or four times a quarter), think of all the material you teach between each test.

Content Planning Worksheet

Specific Directions

CONCEPTS

Please use this definition of concept:

- *Concepts are specific words or short phrases that refer to classes of objects or events that share some common defining attributes.*
- *Concepts involve three parts: a label, key attributes, and a range of examples.*

1. Please identify the key concepts that you consider **critical** for understanding the content you plan to teach during the three-week interval indicated. Learning these concepts would, in your opinion, mark the difference between mastery and non-mastery of the material you will cover.

List as many concepts as you feel are important, **up to ten**. Concepts you might target could include terms such as "molecule," "fossil fuel," "holy war," or "vassal." However, *specific examples* of concepts would not be applicable. For example, the concept "epoch" might be exemplified by "ancient Greece," "ancient Rome," or "the middle ages." These examples would not qualify as concepts according to the definition used here.

2. List one or two key defining attributes for each concept. These attributes would enable discrimination between what is and is not an example of the concept.
3. Provide 2 or 3 examples of each concept AND when possible or applicable also include non-examples that further aid in discrimination of the critical features of the concept.

KEY CONCEPTS

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

CONCEPT DESCRIPTIONS

<i>Concept</i>	<i>Attributes</i>	<i>Examples /Non Examples</i>
1		

2		
3		

* Use additional paper if needed.

Tindal, G., Nolet, V., & Blake, G. (1992). *Research, consultation, & teaching program training module No. 3: Focus of teaching and learning in content classes*. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

IMPORTANT IDEAS

Please list **up to three** ideas that you believe are critical to mastery of the content you will teach. Ideas are more general than specific concepts in that they represent unifying themes or topics. Please focus on ideas contained within the context of a single unit rather than global themes or topics that cut across the entire course.

For example, in a unit on fossil fuels, you might want students to understand the idea that "Use of fossil fuels results in environmental damage in the form of increased greenhouse gasses and acid precipitation." This idea would be more context-specific than the global theme, "Humans interact with their environment in a variety of ways, with both positive and negative effects," which could apply to a wide range of applications across a science curriculum.

Please frame the important ideas you want the students to learn as complete sentences, not phrases.

IMPORTANT IDEAS

1. _____

2. _____

3. _____

State Standards Alignment

Describe the alignment of this curriculum with the state standards. Refer to the Department of Education's website for an updated version of the state standards in your grade level and content area. Include as much information as is available from your state and/or content area.

Content Domain	Common Curriculum Goal	Content Standard	Benchmark Level: _____	Rationale for Including

* Use additional paper if needed

Additional Resources

Please list additional resources related to the content of this instructional unit. State the source and provide a rationale for using this source for this unit.

Additional Resources for: _____	
Source	Rationale for Using

* Use additional paper if needed.

Instructional Planning and Curriculum Analysis Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Instructional Delivery plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Instructor Evaluation (Do not write in these boxes)	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Curriculum Material		
1. Textbook citation is correctly formatted.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Chapter summary is complete and accurate. Important and relevant information is included.		/0.5
Positive Comment:		
Areas for Improvement:		
Concept Analysis		
1. Concepts and attributes are clearly identified. Attributes are critical and important for understanding the concept.		/1
Positive Comment:		

Areas for Improvement:		
2. Examples and non-examples are clearly identified and reasonable. Examples help clarify the concept and attributes.		/1
Positive Comment:		
Areas for Improvement:		
State Standards Alignment		
1. Relevant information is provided relating the state standards to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Curriculum is appropriately aligned with the state standards identified. Rationale for alignment is clear and reasonable.		/0.5
Positive Comment:		
Areas for Improvement:		
Additional Resources: a variety of relevant and useful resources are included.		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:		
	Total Score	/5

Section 2: Instructional Delivery

CLASSROOM EXAMPLE

Key Issues

When reviewing section 2, participating in the assigned tasks and creating your own concept based instruction units; you might like to keep the following key issues in mind.

Classroom Management
Transitions
Change-ups
Directions
Examples and Demonstrations
Probing Student Knowledge
Feedback and Rejoinders
Review Techniques
Teacher-Student Discourse
Relevance and Importance to Student
Teacher Content Knowledge

Instructional Sequence

The following sequence of instructional events occurs during the presentation of this unit. Interactive teaching is illustrated by integrating critical thinking skills into the instructional sequence.

1. The unit introduction will include a discussion of the importance of writing sentences. It will also introduce the various scenarios that would require a person to write sentences. Students will be asked to make suggestions about where and when they would be required to use written sentences to express themselves.
2. The graphic organizer is introduced and distributed. Each attribute is thoroughly explained and students are encouraged to define the attributes in their own words. Examples of the concept and attributes are solicited from students and written on a master copy of the graphic organizer (*illustration*).
3. The simple sentence is introduced and explained. Students are probed for the defining characteristics or attributes of simple sentences by referring back to their experiences as described in the unit introduction. Teacher and students will write this information on the graphic organizer provided.
4. As textbooks are not used in this classroom, the instructor must provide content. Instruction will continue with the teacher presenting detailed information about the attributes that further define the concept. The teacher will ask *reiteration* questions to make sure the information is cemented in the notes. As an example, the instructor might ask the students to explain what the difference is between a subject and a predicate or how punctuation might be used in a sentence.

5. Examples and non-examples will also be stated. Students will be asked to provide new examples and non-examples for each attribute.
6. Word banks and a punctuation bank will be created through a brainstorming process. Students will be engaged in this activity through the brainstorming process by making predictions or suggestions of what should be included in each bank. Students will then apply their knowledge of sentence writing by using the information in the word and punctuation banks to create sentences. Students will also be asked to evaluate the sentences of their peers to further their understanding and to clarify any misunderstandings or questions.
7. The teacher will return to the graphic organizer to record and clarify student observations about simple sentences.
8. Next some examples of student sentences will be displayed for the class. The teacher and the students will highlight the examples of sentences and identify the non-examples of sentences. Students will also be asked to justify their answers using their knowledge.
9. The lesson concludes with a description of the attributes of the concept of the simple sentence. An oral response session will conclude the class session to check for student understanding of the concept being taught. Students will be asked to give an oral example of a simple sentence.

Situating Content and Context

The actual delivery of instruction needs to have a strong beginning that engages students from the outset. Probably the biggest mistake teachers make is assuming that students have adequate prior knowledge of the content to begin learning it and that they know how to place the content in some context. Therefore, as a rule, it may be important to start new units with an activity that allows students an opportunity to participate immediately.

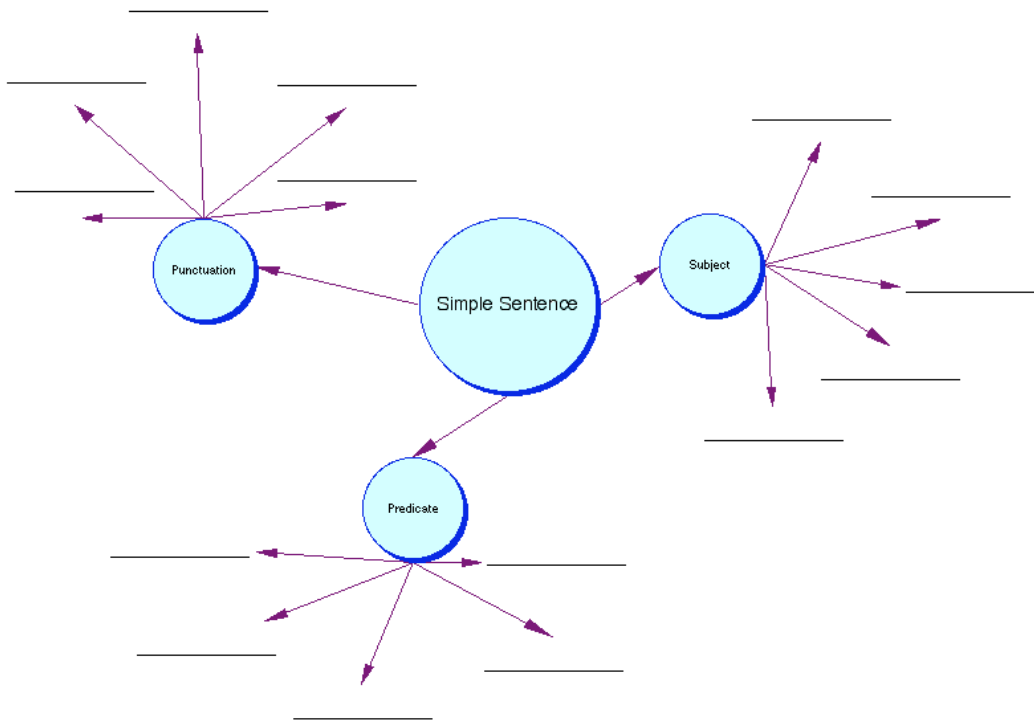
This initial phase of the lesson provides a general introduction to the concept. The teacher frames attributes and examples broadly, rather than focusing on the specific examples to be used within this particular section of the curriculum. For example, students could be surveyed to determine what they write, how much they write and what the components are of writing. It's likely that no one in the class will have brought up sentence writing or the parts of a sentence, but they all know something about sentences based on their prior experience with writing. This line of questioning lets the teacher try to get at the reason for writing and more specifically at the purpose and importance of sentence writing.

Instructional Modifications

The following instructional modifications can be made to accommodate the diverse community of learners within this classroom.

1. Photocopied notes will be provided for students unable to take notes from the overhead.
2. Supplementary material to address the needs of students with a variety of reading abilities can be provided.
3. A classroom instructional aid may be available to assist students with disabilities and English Language Learners.

Graphic Organizer



IN-CLASS PRACTICE EXERCISE

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to the presentation of instruction. Consider actions you will need to take when presenting this unit.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Instructional Sequence

Design an instructional plan for the presentation of the information provided. Include a range of examples and non-examples you will use to teach the concept(s) and attributes. Include examples of interactive teaching. Clearly identify problem-solving scenarios that reflect a range of intellectual operations.

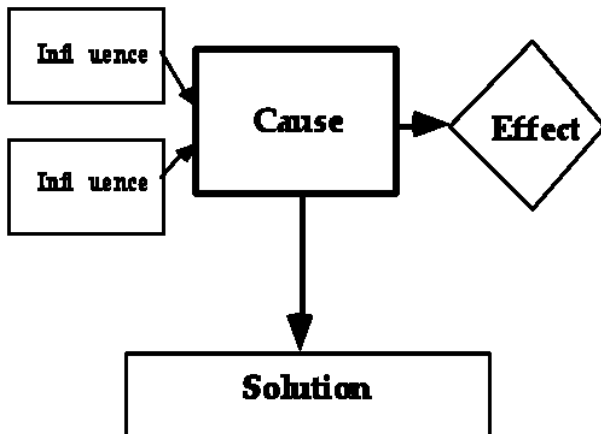
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

* Use additional paper if needed.

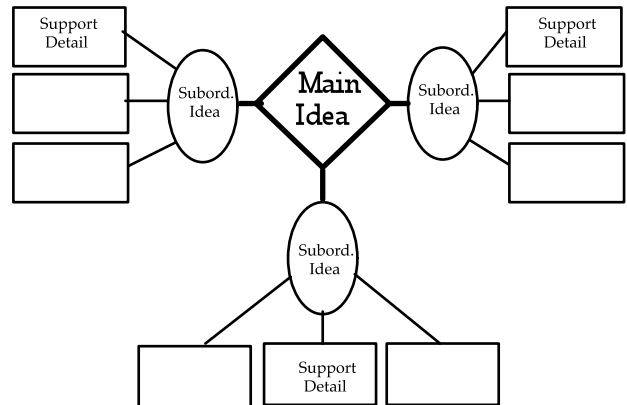
Graphic Organizers

A graphic organizer is a visual, non-linear representation of the linkages among knowledge forms. When designing a graphic organizer, it is important to emphasize the relationships and simplify the information to be presented. Below are several examples of different graphic organizers.

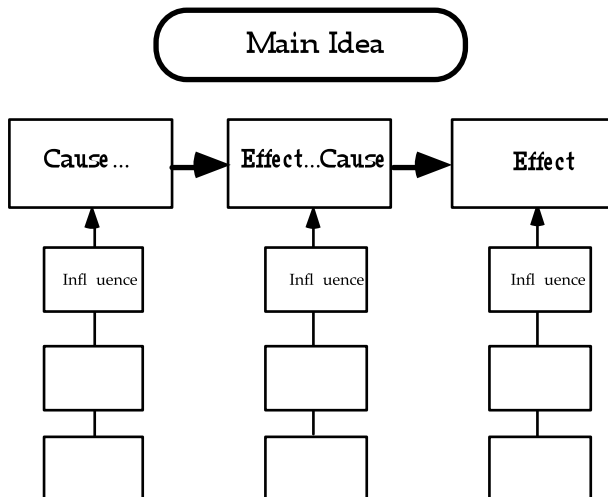
Problem and Solution Map



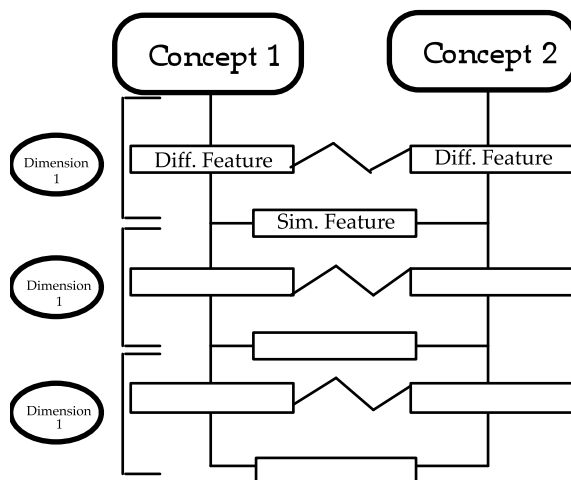
Descriptive or Thematic Map



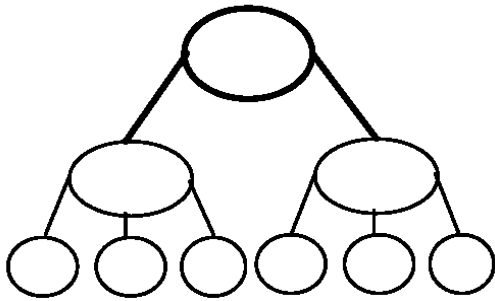
Sequential Episodic Map



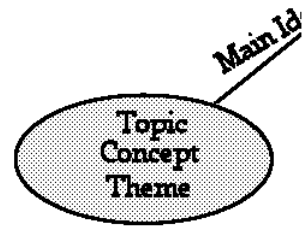
Comparative and Contrastive Map



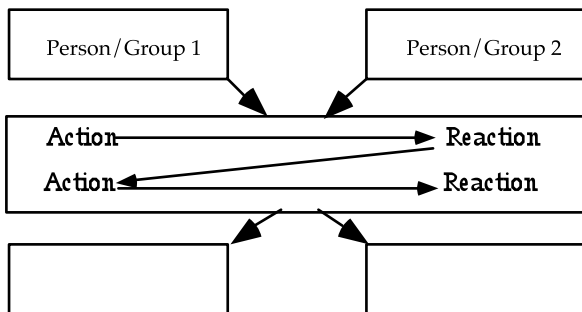
Network Tree



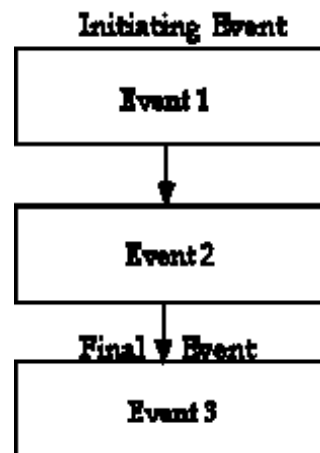
Spider Map



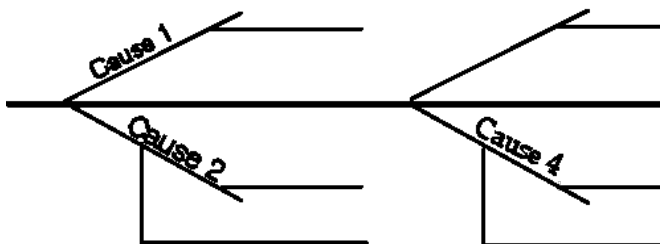
Human Interaction Outline



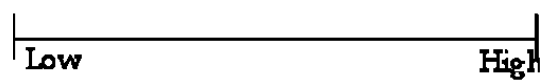
Series of Events Chain



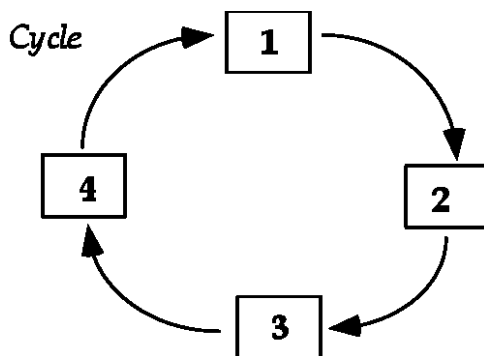
Fishbone Map



Continuum Scale



Attribute 1		
Attribute 2		
Attribute 3		



```
graph TD; A[Who  
What  
Why] --> B[Attempted Solutions  
Results]; B --> C[End Result];
```

The flowchart illustrates the 5W2H problem-solving process. It begins with a box labeled "Problem" containing the questions "Who", "What", and "Why". An arrow points down to a box labeled "Solution" which is divided into two columns: "Attempted Solutions" and "Results". The "Attempted Solutions" column lists "1." and "2.", while the "Results" column lists "1." and "2.". A final arrow points down to a box labeled "End Result".

2-7

Graphic Organizer

Sketch a graphic organizer for the content provided that shows the key relationships among concept(s) and attributes. You may design your own or use one of the examples shown above.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

* Use additional paper if needed.

Instructional Delivery Peer Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Instructional Delivery plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the lesson described.	/0.5
Positive Comment:	
Areas for Improvement:	
Instructional Delivery	
1. Conceptual framework (concepts, attributes, examples and non-examples) and graphic organizer are explicitly introduced.	/0.5
Positive Comment:	
Areas for Improvement:	
2. Instructional sequence flows in a logical order. Instructional sequence is rich and provides a detailed list of activities to be completed.	/1
Positive Comment:	
Areas for Improvement:	
3. Interactive teaching techniques are integrated into the instructional sequence with clearly identified intellectual operations that elicit higher order thinking.	/1
Positive Comment:	
Areas for Improvement:	

Graphic Organizer	
1. Concepts and attributes are clearly identified.	/0.5
Positive Comment:	
Areas for Improvement:	
2. Graphic organizer explicates the organization and structure of the content.	/0.5
Positive Comment:	
Areas for Improvement:	
Instructional Modifications	
1. Instructional modifications are clearly articulated in sentence format.	/0.5
Positive Comment:	
Areas for Improvement:	
2. Instructional modifications address the need of diverse learners.	/0.5
Positive Comment:	
Areas for Improvement:	
Final Comments:	
	/5

HOMEWORK ASSIGNMENT

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account prior to the presentation of instruction. Consider actions you will need to take when presenting this unit.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Instructional Sequence

Design an instructional plan for the presentation of the information you have chosen. Include a range of examples and non-examples you will use to teach the concept(s) and attributes. Clearly identify problem-solving scenarios that reflect a range of intellectual operations.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

* Use additional paper if needed.

Graphic Organizer

A graphic organizer is a visual, non-linear representation of the linkages among knowledge forms. When designing a graphic organizer, it is important to emphasize the relationships and simplify the information to be presented.

Sketch a graphic organizer for the content you have chosen that shows the key relationships among concept(s) and attributes. You may use a separate piece of paper if you prefer.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

* Use additional paper if needed.

Instructional Delivery Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Instructional Delivery plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Instructor Evaluation (Do not write in these boxes)	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Instructional Delivery		
1. Conceptual framework and graphic organizer are explicitly introduced.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Instructional sequence flows in a logical order and provides a detailed list of activities to be completed.		/1
Positive Comment:		
Areas for Improvement:		
3. Interactive teaching techniques are integrated into the instructional sequence with clearly identified intellectual operations that elicit higher order thinking.		/1
Positive Comment:		

Areas for Improvement:		
Graphic Organizer		
1. Concepts and attributes are clearly identified.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Graphic organizer explicates the organization and structure of the content.		/0.5
Positive Comment:		
Areas for Improvement:		
Instructional Modifications		
1. Instructional modifications are clearly articulated in sentence format.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Instructional modifications address the need of diverse learners.		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:		
	Total Score	/5

Section 3:

Independent Activity

CLASSROOM EXAMPLE

Key Issues

When reviewing section 3, participating in the assigned tasks and creating your own concept based instruction units; you might like to keep the following key issues in mind.

Change-ups

Monitoring Students

Individual Assistance

Closure

Independent Activity

In order to ensure that students are learning the material you are presenting, students need to practice putting all of the pieces together and they need to practice actively working through problems or situations. The following activities could be used in a unit on simple sentences to help deepen students' understanding of the concepts covered in class.

- Sort sentence examples and non examples and describe the characteristics which either qualify or disqualify an example.
- Focusing on a group of sentence examples identify all the similarities within the sentences. Determine if these are attributes of a sentence. Discuss the similarities and differences between the examples of sentences.
- Have students create examples and non-examples of sentences and then explain why their examples are or are not sentences.
- Provide students with a list of possible sentences. Have each student evaluate if the example is a sentence or not. Once the student has made their decision they must be able to explain their reasoning and support their answer.
- With a partner have students explain what a sentence is to their partner using their own definition and examples and then help the student create a sentence.

Sample Student Assignment: Writing Simple Sentences

Student Instructions: Follow the steps outlined below to organize your information and then write examples.

- 1) Your first step is to decide on the topic to write about. Remember that you will need to know enough vocabulary and information on this topic to write a variety of sentences. Try to find a topic that you are familiar with and have been exposed to in your class.

- 2) Using a graphic organizer brainstorm a list of possible subjects, predicates and punctuation marks appropriate for this activity. Use this graphic organizer to sort the information into themes or commonalities.
- 3) Using the information on your graphic organizer write ten to twelve simple sentences on a single topic. Each sentence will be marked out of three possible points. Please refer to the scoring guide below to see how your work will be evaluated.
- 4) Place a single line under the predicate of the sentence, double underline the subject of the sentence and circle the punctuation.
- 5) Your graphic organizer, final draft and early drafts (with revisions marked) are due on _____.

This activity should give students practice in organizing information into the attributes of a simple sentence (subject, predicate, punctuation) and then evaluating their work.

Sample Scoring Guide for Writing Simple Sentences Assignment (3 point scale)

Score	Description
3	Subject, predicate and punctuation are clearly evident in examples. Students are able to clearly identify all attributes in their sentences.
2	Subject, predicate and punctuation are not clearly evident in examples, not used correctly yet examples of each attribute are present in every sentence. Students may identify two out of the three attributes correctly but are not consistent with correctly identifying all attributes.
1	Subject, predicate or punctuation are presented as examples yet are not used cohesively or one or more attribute of the sentence is missing. Students are unable to consistently identify the attributes correctly.
0	Non-Attempt

This independent activity allows students to become more independent in their work and focuses on complex performances that address the writing structure in a specific language.

Instructional Modifications

These activities are designed to accommodate various learners. The following instructional modifications can also be made to promote the success of all learners in the classroom.

1. Students may compose their responses to any portion of this exercise on a computer provided the grammar check has been turned off.
2. Students can present their responses through a scribe.
3. The assignments may be extended into complex, detailed sentences for accelerated students.
4. Language specific dictionaries or translators may be used.
5. Students can be given time in class to work on their sentences.
6. More time may be permitted for completion of the assignments if necessary.

7. A classroom aid may be available to assist students with disabilities and English Language Learners.

IN-CLASS PRACTICE EXERCISE

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to introducing an activity. Consider actions you will need to take when designing and presenting this activity.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Independent Activity Explanation

Using the content provided, design an independent activity that aligns with the conceptual framework of the lesson. Provide a brief description of the activity. Identify specific intellectual operations that will elicit the behavior you are intending with this activity. Be certain to include higher order intellectual operations. Refer to the descriptions and examples of intellectual operations below.

Provide a brief explanation of the activity.

*Use additional paper if needed.

Intellectual Operations

Reiteration	<p><i>A verbatim reproduction of material that was previously taught.</i></p> <ul style="list-style-type: none"> • The emphasis is on <u>verbatim</u>. The wording in the student's response must be very nearly identical to that presented in instruction.
Summarization	<p><i>Generation or identification of a paraphrase, rewording or condensation of content presented during instruction.</i></p> <ul style="list-style-type: none"> • The emphasis here is on previous presentation of material. Therefore, summarization involves remembering information to a much greater extent than manipulating it.
Illustration	<p><i>Generation or identification of a previously unused example of a concept or principle.</i></p> <ul style="list-style-type: none"> • The emphasis here is on use of an example that was not presented in instruction. In this respect, the student is expected to employ information about the attributes of a particular concept or principle rather than to simply remember whether or not an event exemplifies a knowledge form.
Prediction	<p><i>Description or selection of a likely outcome, given a set of antecedent circumstances or conditions that has not previously been encountered.</i></p> <ul style="list-style-type: none"> • Again, the emphasis is on the <u>use</u> of information in a novel context rather than remembering a response from previous instruction.
Evaluation	<p><i>Careful analysis of a problem to identify and use appropriate criteria to make a decision in situations that require a judgment.</i></p> <ul style="list-style-type: none"> • Evaluation focuses on decision-making. The student must first recognize or generate the options available and then use a set of criteria to choose among them.
Explanation	<p><i>Description of the antecedent circumstances or conditions that would be necessary to bring about a given outcome.</i></p> <ul style="list-style-type: none"> • Application is the reverse of prediction. The student must use information about a concept or principle to work backwards from the circumstances presented and tell what happened to create it.

Some examples of interactions between knowledge forms and intellectual operations:

Reiteration of a fact:	<p><i>T:</i> Salem is the capital of Oregon. –What is the capital of Oregon?</p> <p><i>S:</i> Salem is the capital of Oregon.</p>
Summarization of a concept: element	<p><i>T:</i> An element is a substance made of only one kind of atom. –Who can tell me what an element is?</p> <p><i>S:</i> If you have some kind of matter and all of its atoms are exactly the same, that's an element.</p>
Illustration of a concept: energy conservation	<p><i>T:</i> We talked about some examples of energy conservation in the home. Can you think of an example we haven't talked about?</p> <p><i>S:</i> We can recycle glass—it takes less energy to make glass from old glass than it does to make it from scratch, so that saves energy.</p>
Prediction of a concept: Mass production (Three attributes: •assembly line •standardized parts •division of labor)	<p><i>T:</i> Mass production is a system for rapidly creating large quantities of one kind of product that uses an assembly line and standardized parts. If we want to make a lot of a given product and we want to do it fast, what would jobs be like in this system?</p> <p><i>S:</i> It seems like it would help if every person on the assembly line only had one kind of job to do; that way they'd get real fast at it.</p>
Evaluation of a principle: The Law of Diminishing Returns: "As units of a variable factor of production are added to a fixed factor of production, at some point the resulting increases in output will begin to diminish in size."	<p><i>T:</i> Farmer Jones has decided that if he can't double his profits from his dairy farm, he's going to sell it. Right now he's trying to figure out if he can meet his goal by increasing the milk output of his herd without buying any more cows. If you were Farmer Jones, what factors would you consider in deciding whether to sell or try to increase your cows' productivity?</p> <p><i>S:</i> The number of cows is fixed. Obviously, the amount of milk a cow produces can't be increased indefinitely, so we'd need to know what they're producing now and how much it can be increased...</p>
Explanation of a principle If one link in an ecosystem's food chain is broken, the relationship among the organisms may be upset.	<p><i>T:</i> Homeowners on Paradise Lake are very upset—in the past couple of years the mosquito population has increased so much that it has become impossible to stay outdoors for very long. They want to get rid of those mosquitoes. What should they do?</p> <p><i>S:</i> Well, they shouldn't just run out and get the most powerful bug spray to kill 'em. They ought to try to figure out why the mosquitoes have increased. What eats mosquitoes? Frogs. Maybe something happened to the frogs. . . .</p>

Tindal, G., Nolet, V., & Blake, G. (1992). *Research, consultation, & teaching program training module No. 3: Focus of teaching and learning in content classes*. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

Independent Activity

On a separate piece of paper, design an independent activity for the content provided. Be certain to include higher order intellectual operations. Clearly format the assignment by including instructions and a scoring guide. The activity should be ready to present in a classroom setting.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

* Use additional paper if needed.

Independent Activity Peer Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Independent Activity plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the lesson described.	/0.5
Positive Comment:	
Areas for Improvement:	
Independent Activity	
1. Explanation provides a thorough description of the activity. Intellectual operations are explicitly stated.	/1
Positive Comment:	
Areas for Improvement:	
2. Independent activity is clearly linked to the concepts and attributes. Activity provides practice using higher order intellectual operations.	/1
Positive Comment:	
Areas for Improvement:	
3. Activity is appropriately formatted with directions. Activity is ready for distribution in a classroom.	/0.5
Positive Comment:	
Areas for Improvement:	

4. Scoring rubric clearly identifies expectations for completing the activity.	/1
Positive Comment:	
Areas for Improvement:	
Instructional Modifications	
1. Instructional modifications are clearly articulated in sentence format.	/0.5
Positive Comment:	
Areas for Improvement:	
2. Instructional modifications address the need of diverse learners.	/0.5
Positive Comment:	
Areas for Improvement:	
Final Comments:	
	/5

HOMEWORK ASSIGNMENT

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to introducing an activity. Consider actions you will need to take when designing and presenting this activity.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Independent Activity Explanation

Using the content you have chosen, design an independent activity that aligns with the conceptual framework of the lesson. Provide a brief description of the activity. Identify specific intellectual operations that will elicit the behavior you are intending with this activity. Be certain to include higher order intellectual operations. Refer to the descriptions and examples of intellectual operations above.

Provide a brief explanation of the activity.

*Use additional paper if needed.

Independent Activity

On a separate piece of paper, design an independent activity for the content you have chosen that aligns with the conceptual framework previously identified. Be certain to include higher order intellectual operations. Clearly format the task with well-articulated directions. Provide a scoring guide.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

* Use additional paper if needed.

Independent Activity Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Independent Activity plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Instructor Evaluation (Do not write in these boxes)	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Independent Activity		
1. Explanation provides a thorough description of the activity. Intellectual operations are explicitly stated.		/1
Positive Comment:		
Areas for Improvement:		
2. Independent activity is clearly linked to the concepts and attributes. Activity provides practice using higher order intellectual operations.		/1
Positive Comment:		
Areas for Improvement:		
3. Activity is appropriately formatted with directions. Activity is ready for distribution in a classroom.		/0.5
Positive Comment:		

Areas for Improvement:		
4. Scoring rubric clearly identifies expectations for completing the activity.		/1
Positive Comment:		
Areas for Improvement:		
Instructional Modifications		
1. Instructional modifications are clearly articulated in sentence format.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Instructional modifications address the need of diverse learners.		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:		
	Total Score	/5

Section 4: Assessment

CLASSROOM EXAMPLE

Key Issues

When reviewing section 4, participating in the assigned tasks and creating your own concept based instruction units; you might like to keep the following key issues in mind.

Student Expectations
Probing Student Knowledge
Classroom Management
Monitor and Adjust
Directions

Assessment Explanation

In this section, we first address three critical features of any assessment and then provide a specific example using the simple sentences unit from Section 1 of this training module. An assessment is designed to ascertain the degree of proficiency a student has acquired in using information. Although most people in the field of education, and particularly in assessment, use the phrase “documenting what students know and can do,” we have approached it more simply as “documenting what students can do” to avoid unnecessary redundancies and ill-formed conceptions. Any assessment requires tasks for students “to do” and that, in itself, reflects what they know. The key issues, therefore, are what kinds of applications are being requested (intellectual operations), how they are formatted for various ‘behaviors’ to be exhibited (task dimensions), and how judgments are made of both performance and proficiency (scoring guides).

Intellectual operations. The most important intellectual operations or “thinking skills” require students to apply information in solving problems. In companion publications (Training Modules 3 and 4), we describe three higher order intellectual operations: (a) evaluation, in which students make a judgment and provide reasons supporting it; (b) prediction, in which students take information and describe what will happen; and (c) explanation, with students taking an outcome and describing how it occurred. Although the world of assessment can be made much more complex, we believe these three provide an excellent starting point for teachers to use in developing assessments that tap higher order thinking skills.

Task dimensions. Task dimensions refer both to the directions provided to students for completing a response and the format of the response. Dimensions can range from *selected responses* (students pick the correct answer) on highly structured statements or questions such as multiple-choice test items, to *constructed responses* on ill-defined, open-ended prompts. Clearly, the less structured the task, the more challenging it is to make valid interpretations about performance.

Scoring guides. The two critical features of any scoring guide are the dimensions for making a judgment and the scale for quantifying performance. A very good source to refer to for more information about scoring guides is Robert Marzano (1998). Basically, a good scoring guide provides a way to distribute student papers or products on pre-determined dimensions so that they are incrementally ordered in a way with which others would agree. Thus, scoring guides provide teachers with a method of increasing the validity of their judgment about student performance.

Assessment Activity

Simple Sentences Assessment Activity

Student Name: _____

Date: _____

Summarization:

A sentence has three attributes. What are the three attributes? Describe each attribute and give an example of each.

Attribute	Definition/ Example

Illustration:

We discussed many examples of sentences in class. Please give four examples of sentences that were not used in class.

Sentences
1)
2)
3)
4)

Evaluation and Application:

Below are example and non-examples of sentences. First you must determine if the sentence is an example or a non-example. Then you must describe why it is an example or a non-example. Any non-examples need to be re-written changing the non-example into an example.

Example #1

Sentence: Walked straight to the fridge and got something to eat.	Example	Non-Example
Why:	Re-Write:	

Example #2		
Sentence: The teacher, the student, the principal and the parents talk.	Example	Non-Example
Why:	Re-Write:	
Example #3		
Sentence: The books are on the top shelf at the library.	Example	Non-Example
Why:	Re-Write:	
Example #4		
Sentence: If he can't double his profits in potato chip sales by June, Stanley will be forced to sell his potato chip stand.	Example	Non-Example
Why:	Re-Write:	
Example #5		
Sentence: We ate pizza hotdogs chips and candy at the party.	Example	Non-Example
Why:	Re-Write:	

Scoring Guide for Assessment Activity

Summarization Section:

1 pt for each correctly identified attribute.

Definition/ Example 0-3 possible points:

3	Subject, predicate or punctuation is clearly defined and a clear, explicit example is provided.
2	Subject, predicate or punctuation is not clearly defined. An example is given but it may not directly be related to the attribute.
1	Subject, predicate or punctuation is not defined. Student is unable to give an example of this attribute.
0	Non-attempt

Illustration Section

Sentence Examples 0-3 possible points:

Score	Description
3	Subject, predicate and punctuation are clearly evident in examples.
2	Subject, predicate and punctuation are not clearly evident in examples, not used correctly, yet examples of each attribute are present in every sentence.
1	Subject, predicate or punctuation are presented as examples yet are not used cohesively or one or more attribute of the sentence is missing.
0	Non-attempt

Evaluation and Application Section

(Each example is scored differently – a possibility of 0 – 7 points for each example is possible)
1 point for each sentence correctly identified as an example or non-example

Why section 0-3 points

Score	Description
3	Students are able to clearly identify what is missing in the sentence and why this particular attribute is necessary.
2	Students are able to identify that something is missing from the sentence to make the sentence incomplete. Students are not consistent with correctly identifying all missing attributes.
1	Students are able to identify that the sentence is not complete but they are unsure as to why the sentence is unclear or how to improve upon it.
0	Non-Attempt

Re-Write of non-examples 0-3 points

Score	Description
3	Subject, predicate and punctuation are clearly evident in examples.
2	Subject, predicate and punctuation are not clearly evident in examples, not used correctly yet examples of each attribute are present in every sentence.
1	Subject, predicate or punctuation are presented as examples yet are not used cohesively or one or more attribute of the sentence is missing.
0	Non-attempt

Instructional Modifications

These assessment activities are designed to accommodate various learners. The following instructional modifications can also be made to promote the success of all learners in the classroom.

1. Students may respond using class notes to assist them..
2. Students may compose their responses on a computer.
3. Students can present their responses orally or through a scribe.
4. More time may be permitted for completion of the assignments if necessary.
5. Students may use their graphic organizers or additional resources if appropriate for assessment
6. A classroom aid may be available to assist students with disabilities and English Language Learners.

IN-CLASS PRACTICE EXERCISE

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to administering an assessment task. Consider actions you will need to take when designing and delivering an assessment.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Assessment Explanation

Using the content provided, design an assessment task that aligns with the conceptual framework of the lesson. Provide a brief description of the task. Identify specific higher order intellectual operations that will elicit the behavior you are intending with this assessment. Be certain that students have had ample practice in the instruction and activity using the intellectual operations required by the task. Incorporate important features of an assessment task as stated below.

Provide a brief explanation of the assessment task(s).

*Use additional paper if needed.

Important Features of Classroom-Based Assessment

1. **It samples instruction representatively.**

This means that the tasks used in classroom-based assessment are a fair sample of the goals of instruction. It implies that classroom-based assessment tests what students are taught.

2. **It is technically adequate.**

This means it is *reliable* and *valid*. An assessment task that is designed and administered in a reliable manner is relatively free of potential sources of error that have nothing to do with the purpose of the task. A valid assessment task can be used to answer the question: “Did the students learn what I wanted them to learn?” Reliability and validity are extensively covered in Training Module 4: Focus on Assessment and Learning in content Classes.

3. **It employs production responses.**

Students are expected to generate a product as a result of the assessment process. This product could be as simple as a few phrases or sentences or as elaborate as an essay. Production responses, also may include spoken responses, such as may be elicited in a structured interview, as well as nonverbal constructions, such as maps, graphs, and drawings.

4. **It can provide information for making instructional decisions.**

The information obtained from classroom-based assessment can be used to evaluate the effectiveness of past instruction and to plan future instruction. Classroom-based assessment may or may not be useful for making other decisions, which may be social or political rather than educational (such as assigning grades, or placing a student in special education).

5. **It can be used with a range of evaluation standards.**

This means that classroom-based assessment can be used to (a) compare an individual’s or group’s performance to that of a comparison group (norm-referenced evaluation), (b) estimate the extent to which content or skills have been mastered (criterion-referenced evaluation), or (c) chart an individual student’s progress over time (individual-referenced evaluation).

Nolet, V., Tindal, G., & Blake, G. (1992). *Research, consultation, & teaching program training module No. 4: Focus assessment and learning in content classes*. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

Assessment Activity

On a separate piece of paper, design an assessment task that is oriented toward a specific intellectual operation (as described above). Be certain to include higher order intellectual operations. Clearly format the assignment by including instructions and a scoring guide. The assessment should be ready to present in a classroom setting.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

* Use additional paper if needed.

Assessment Peer Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Assessment section. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the lesson described.	/0.5
Positive Comment:	
Areas for Improvement:	
Assessment Task	
1. Explanation provides a thorough description of the assessment. Intellectual operations are explicitly stated.	/1
Positive Comment:	
Areas for Improvement:	
2. Assessment task is aligned with instructional domain as defined by the instructional unit (review the instructional sequence and independent activity).	/1
Positive Comment:	
Areas for Improvement:	
3. Higher order intellectual operations are the primary focus of the assessment task.	/0.5
Positive Comment:	
Areas for Improvement:	
4. Assessment task is appropriately formatted with directions. Assessment task is	

ready for distribution in a classroom.	/0.5
Positive Comment:	
Areas for Improvement:	
5. Scoring rubric clearly identifies expectations for completing the assessment task.	/1
Positive Comment:	
Areas for Improvement:	
Instructional Modifications	
1. Instructional modifications are clearly articulated in sentence format and address the need of diverse learners.	/0.5
Positive Comment:	
Areas for Improvement:	
Final Comments:	
	/5

HOMEWORK ASSIGNMENT

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to administering an assessment task. Consider actions you will need to take when designing and delivering an assessment.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Assessment Explanation

Using the content you have chosen, design an assessment task that aligns with the conceptual framework of the lesson. Provide a brief description of the task. Identify specific higher order intellectual operations that will elicit the behavior you are intending with this assessment. Be certain that students have had ample practice in the instruction and activity using the intellectual operations required by the task.

Provide a brief explanation of the assessment task(s).

*Use additional paper if needed.

Assessment Activity

On a separate piece of paper, design an assessment task that is oriented toward a specific intellectual operation (as described above). Be certain to include higher order intellectual operations. Clearly format the assignment by including instructions and a scoring guide. The assessment should be ready to present in a classroom setting.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

* Use additional paper if needed.

Assessment Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Assessment section. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Instructor Evaluation (Do not write in these boxes)	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Assessment Task		
1. Explanation provides a thorough description of the assessment. Intellectual operations are explicitly stated.		/1
Positive Comment:		
Areas for Improvement:		
2. Assessment task is aligned with instructional domain as defined by the instructional unit (review the instructional sequence and independent activity).		/1
Positive Comment:		
Areas for Improvement:		
3. Higher order intellectual operations are the primary focus of the assessment task.		/0.5
Positive Comment:		

Areas for Improvement:		
4. Assessment task is appropriately formatted with directions. Assessment task is ready for distribution in a classroom.		/0.5
Positive Comment:		
Areas for Improvement:		
5. Scoring rubric clearly identifies expectations for completing the assessment task.		/1
Positive Comment:		
Areas for Improvement:		
Instructional Modifications		
1. Instructional modifications are clearly articulated in sentence format and address the need of diverse learners.		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:		
	Total Score	/5

Section 5:

Teacher Reflection

CLASSROOM EXAMPLE

Key Issues

When reviewing section 5, participating in the assigned tasks and creating your own concept based instruction units; you might like to keep the following key issues in mind.

Analysis of Lesson Organization

Instructional Units

Delivery of Instruction

Pacing of Instruction

Authentic Assessment

Delivery of Assessment

Instruction-Assessment Alignment

Range of Performance

Subjective Scoring

Multiple Choice Tests

Access Skills

Student Reactions

Concepts and Attributes

Computers in the Classroom

Lesson Evaluation

Upon conclusion of this unit, the instructor reflects on the strengths, weaknesses, internal validity, external validity, and social validity for the lesson. He identifies and explains the range of student performances.

No example is provided for this section because it is difficult for us to model a personal reflection statement without influencing your own reflection. Please reflect on each issue thoughtfully and honestly. Your responses will be evaluated based on the thoroughness of your explanations. The *content* of your reflection (critique of your unit) will not be graded.

IN-CLASS PRACTICE EXERCISE

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account at the end of an instructional unit.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Background Information

To evaluate a unit, you must first have an understanding of different types of validity that are important to consider. A brief introduction is presented below.

Validity

Internal Validity

- Indicates whether there is a causal relationship between the lesson inputs (instruction, activity, and assessment) and the observed outcomes (student performance).
- Can you identify a cause and effect relationship between your instruction and student success?
- Would the students have succeeded without your instructional plan?

External Validity:

- Associated with the generalizability of the outcomes.
- Can the knowledge or skills learned in this lesson be generalized across other activities or content?
- What inferences can be made about the student's abilities upon completion of this unit?

Social Validity

- Identifies the benefits and consequences of participation in this unit for individuals and groups of students in the future
- What is the value of learning this information outside of the classroom?
- Why should students learn the content?

Teacher Reflection

Upon conclusion of this unit, reflect on the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill.

Content

Strengths: Consider the strengths of the unit you developed for the content provided.

Curriculum Analysis and Instructional Planning:

Instructional Delivery:

Independent Activity:

Assessment:

Weaknesses: Consider the aspects you would change or redesign for the unit you developed for the content provided.

Curriculum Analysis and Instructional Planning:

Instructional Delivery:

Independent Activity:

Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Identify the domain of the instructional delivery and independent activity. Look at the sampling plan for the assessment. Is there alignment between the instruction/activity and the assessment? Does the rubric match the sampling plan? Does the rubric address important information covered in the domain of instruction? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

If your students are successful on this unit, what else might they be successful in? Can the students extend their knowledge to other examples of the concept? Can the students apply their skills to other intellectual operations? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

Is learning the information in this unit beneficial and/or harmful for the student? What conflicts might the student experience from learning this information? Is it important for the student to learn the information presented? Thoroughly consider these issues.

Reading as an Access Skill

Strengths: How does the students' ability to read positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Weaknesses: How does the students' ability to read negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to read threaten the internal validity? Is it possible that a student's ability to read may influence the judgment about his/her content ability or knowledge? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

What reading skills are developed during this unit? How can these skills generalize across other content areas? How does students' reading skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the reading involved in this unit affect the student socially? How might the reading skills you've taught affect the students socially? Thoroughly consider these issues.

Writing as an Access Skill

Strengths: How does the students' ability to write positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Weaknesses: How does the students' ability to write negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to write threaten the internal validity? Is it possible that a student's ability to write may influence the judgment about his/her content ability or knowledge? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

What writing skills are developed during this unit? How can these skills generalize across other content areas? How does students' writing skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the writing involved in this unit affect the student socially? How might the writing skills you've taught affect the students socially? Thoroughly consider these issues.

Teacher Reflection Peer Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Teacher Reflection section. This section will be evaluated using the scoring rubric provided. Use the Peer Review Evaluation form below as a guideline for evaluating the responses provided. Provide positive comments and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Scoring Rubric for Teacher Reflection

- 5 All issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Practices or topics of reliability and validity were considered with specific details, examples, and references. Format of presentation is clear.
- 4 Most issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in specific terms but incomplete in the reference to specific practices or topics of reliability and validity.
- 3 Some issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in general terms or incompletely. Little reflection on specific practices or topics of reliability and validity.
- 2 Information was completed with brief statements.
- 1 Information was incomplete.

Peer Review Evaluation
Content: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.
Positive Comment:

Areas for Improvement:

Reading as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.

Positive Comment:

Areas for Improvement:

Writing as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.

Positive Comment:

Areas for Improvement:

Final Comments:

Homework Assignment

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account at the end of an instructional unit.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Teacher Reflection

Upon conclusion of this unit, reflect on the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Respond to each section *on a separate piece of paper*.

Content

Strengths: Consider the strengths of the unit you developed for the content you chose.

Curriculum Analysis and Instructional Planning:

Instructional Delivery:

Independent Activity:

Assessment:

Weaknesses: Consider the aspects you would change or redesign for the unit you developed for the content you chose.

Curriculum Analysis and Instructional Planning:

Instructional Delivery:

Independent Activity:

Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Identify the domain of the instructional delivery and independent activity. Look at the sampling plan for the assessment. Is there alignment between the instruction/activity and the

assessment? Does the rubric match the sampling plan? Does the rubric address important information covered in the domain of instruction? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

If your students are successful on this unit, what else might they be successful in? Can the students extend their knowledge to other examples of the concept? Can the students apply their skills to other intellectual operations? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

Is learning the information in this unit beneficial and/or harmful for the student? What conflicts might the student experience from learning this information? Is it important for the student to learn the information presented? Thoroughly consider these issues.

Reading as an Access Skill

Strengths: How does the students' ability to read positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Weaknesses: How does the students' ability to read negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to read threaten the internal validity? Is it possible that a student's ability to read may influence the judgment about his/her content ability or knowledge? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content area?

What reading skills are developed during this unit? How can these skills generalize across other content areas? How does students' reading skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the reading involved in this unit affect the student socially? How might the reading skills you've taught affect the students socially? Thoroughly consider these issues.

Writing as an Access Skill

Strengths: How does the students' ability to write positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Weaknesses: How does the students' ability to write negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to write threaten the internal validity? Is it possible that a student's ability to write may influence the judgment about his/her content ability or knowledge? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

What writing skills are developed during this unit? How can these skills generalize across other content areas? How does students' writing skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the writing involved in this unit affect the student socially? How might the writing skills you've taught affect the students socially? Thoroughly consider these issues.

Teacher Reflection Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Teacher Reflection section. This section will be evaluated using the scoring rubric provided. Use the Peer Review Evaluation side of the form below as a guideline for evaluating the responses provided. Provide positive comments and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Scoring Rubric for Teacher Reflection

- 5 All issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Practices or topics of reliability and validity were considered with specific details, examples, and references. Format of presentation is clear.
- 4 Most issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in specific terms but incomplete in the reference to specific practices or topics of reliability and validity.
- 3 Some issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in general terms or incompletely. Little reflection on specific practices or topics of reliability and validity.
- 2 Information was completed with brief statements.
- 1 Information was incomplete.

Peer Review Evaluation	Instructor Evaluation (Do not write in these boxes)
Content: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.	
Positive Comment:	

Areas for Improvement:	
Reading as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.	
Positive Comment:	
Areas for Improvement:	
Writing as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.	
Positive Comment:	
Areas for Improvement:	

Final Comments:	
<div style="text-align: right;"> <i>Total Score</i> </div> <div style="text-align: right;"> <i>/5</i> </div>	

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TRAINING MODULE SUGGESTION SHEET

We would like to request your comments regarding this training module. Please use this response sheet to provide suggestions that may help us improve subsequent modules. We greatly appreciate your insights and perspectives.

Please return this suggestion sheet to Holly Vance in Educational Leadership, ED 124.

Curriculum Instruction Assessment Alignment: Second Language

1. What aspects of this training module are not clear to you? Please be specific, include brief description, and note the page number.

____ How can we improve the content of this training module?

____ How can we improve the structure of this training module?

____ Other suggestions:

—

Glossary

Attribute: a defining characteristic of the concept; provide criteria for distinguishing between what is and what is not an example of the concept

Concept: clusters of events, names, dates, objects, places, etc. that share a common set of defining attributes

Example: positive description of the concept or attribute that aid in discrimination of the critical features of the concept; includes a wide range (far and near) of acceptable responses that describe or define the concept or attribute; far positive example and near negative example should be similar but differ based on the critical features that define the concept or attribute

External validity: associated with the generalizability of the outcomes

Fact: a simple association between names, objects, events, places, etc. that use singular exemplars

Graphic organizer: a visual, non-linear representation of the linkages among knowledge forms.

Intellectual operation: classification of behaviors that are identifiable or observable; allows teacher to determine whether or not students are able to manipulate content area knowledge forms in meaningful ways

Interactive teaching: dialogues between teachers and students to check for understanding; integrates critical thinking skills into instruction by modeling intellectual operations

Internal validity: indicates whether there is a causal relationship between the lesson inputs (instruction, activity, and assessment) and the observed outcomes (student performance)

Knowledge form: form of information presented to learners; includes principles, concepts, and facts

Non-example: negative description of the concept or attribute that aid in discrimination of the critical features of the concept; includes a wide range (far and near) of responses that would not describe or define the concept or attribute; far positive example and near negative example should be similar but differ based on the critical features that define the concept or attribute

Principle: a consistent relationship among events, objects, or behaviors; indicates relationships among different facts or concepts

Social Validity: identifies the benefits and consequences of participation in this unit for individuals and groups of students in the future