
INSTRUCTIONAL DESIGN: SENTENCE STRUCTURES

Waneta Hebert

University of Houston

Curriculum and Instruction: Learning, Design, and Technology

Contents

Overview	4
Identifying Instructional Goals Using Front-End Analysis	5
Goal Statement	5
Description of Learner Interview	5
Learner Analysis	7
Context Analysis	9
Conducting a Goal Analysis	11
Instructional goal's domain of learning classification:	11
Major steps:	11
Diagram	12
Identifying Subordinate and Entry Skills	13
Photo of Subordinate Skills Analysis on Post-it Notes:	13
Diagram:	14
Writing Performance Objectives	16
Developing Assessment Instruments	18
Assessment Measures:	18
Assessment organization chart	20
Planning the Instructional Strategy	22
Sequence and Cluster Objectives	22
Pre-instructional, Assessment, and Follow-Through Activities	23
Content Presentation and Student Participation	26
Objective 1:	26
Objective 2:	27
Objective 3:	29
Objective 4:	30
Objective 5:	32
Objective 6:	33
Assignment of Objectives and Activities to Session(s) with Time Estimates	35
Consolidation of Media Selections and Choice of Delivery System(s)	35

Instructional Materials.....	38
Designing and Conducting Formative Evaluations	39
Formative Evaluation Plan	39
One-to-one Plan:	39
Small Group Plan:.....	40
One-to-One Evaluations.....	41
Description of who served as one-to-one evaluators and why they were chosen.....	41
Length of the one-to-one meetings	41
Description of the activities done during the one-to-one meetings.....	41
Remarks on how long it took the evaluators to complete the activities	42
Results of the assessments that evaluators completed.....	42
Feedback received from the evaluators during these sessions	42
Description of revisions that could be made to instruction based on feedback	42
Links to any questionnaires, documents, or materials created specifically for one-to-one evaluations....	43
Small Group Evaluation.....	44
Description of how many learners were in the small group and how they represent some of the subgroups within the target learner population.....	44
The length of the small group evaluation session.....	48
Description of the activities during small group evaluation session.....	48
Remarks on how long it took the target learners to complete the activities	48
Results of the assessments that target learners completed.....	49
Feedback received from the target learners during these sessions	52
Description of revisions that could be made to instruction based on the feedback	52
Links to any questionnaires, documents, or other materials created specifically for your small group evaluation.....	56
Final Drafts.....	57

Overview

On the following pages, you will find a detailed description of every step of the Dick & Carey (2015) instructional design model as applied to the design of one hour of instruction on sentence structures for an English I or II class. All steps have been kept intact to reflect the ongoing revisions that occurred. For example, the goal statement went through a number of revisions throughout the process, and each iteration was kept in its original form and place.

This document was created in CUIIN 7390 Instructional Design at the University of Houston under the supervision of Drs. Sara McNeil and Susie Gronseth.

Learners involved in the Learner Analysis and Formative Evaluations were from a high school in a Houston suburb.

Identifying Instructional Goals Using Front-End Analysis

Goal Statement

High school English students who have not yet passed the English II State of Texas Assessment of Academic Readiness (STAAR) will be able to correctly identify and construct all four types of sentences (simple, compound, complex, and compound-complex) without the use of instructional aides. Learners will be able to answer STAAR-style revising and editing multiple choice questions and reach a score point 4 on the sentence variety section of the STAAR essay rubric. Learners will be able to apply their learning in all types of writing beyond STAAR in high school, college, and their careers.

Description of Learner Interview

I am the assistant coach for Academic Decathlon at my school. Our season is over, but I still have the class for the remainder of the school year. I decided to use this group of students for this assignment. I know from their Academic Decathlon essays that their writing needs improvement and they have all either not taken or not passed the English II STAAR. There are 7 students who are a mix of sophomores and juniors.

The student I chose to interview is a sophomore who is currently in a preAP English II class. I chose her because she is one of the few that I did not have in my English class last year, so I'm not as familiar with her in an English class setting.

Much of the interview focused on her current English teacher because she, as well as the other students who have the same teacher, have expressed throughout the year that she does not feel she is learning in that class. I felt it would greatly help my own instruction to know why.

Questions asked:

- Do you enjoy writing?
- Do you like your school?
- Do you like your English classes?
- Do you think you learn a lot in your English classes? Why, why not?
- Why would you want to learn to write better?
- Why do you think it might be important to understand sentence structure?
- What is your favorite part of school?

- What do you like to do outside of school?
- What career path do you want to follow? Why?
- Describe your ideal classroom when you're learning to write (class size, grouping or individual, silent writing, collaborating, sitting still, moving around, direct instruction, view examples, etc)

From this interview, I learned that follow-through and time-efficiency are important to this student. She has the motivation to learn and to do well in her classes. She has a career goal to pursue criminal justice. She intends to go to college and wants to be prepared. When teachers don't use her time effectively, she becomes frustrated. She also becomes frustrated when the teacher moves on from a topic or novel without closure. She is a motivated student who enjoys reading and wanted to finish the assigned reading, but her teacher moved on without finishing the novel. She also expressed multiple times that she does not like working with people who are not as smart and motivated as she is. She feels that they slow her down.

This will greatly inform my own instruction. I know that I need to be sure to give the students a sense of closure at the end of the lesson and be careful not to "leave them hanging." I also know that she prefers to work on her own instead of with a group or partners. While collaboration is often an integral part of education, I can at least be cognizant of her wishes and be careful in my choice of pairings, if the instruction warrants it.

She told me that she does like to write, but that she prefers when she's writing about something she knows well. As the purpose and focus of the lesson will be the structure of sentences and not the content, I will be sure to allow the students the ability to choose their writing topics. She, and the other students, will be able to choose a topic that they know well and can write about easily. This will allow them to focus more on *how* they are writing and less on *what* they are writing.

One other thing that struck me after the interview was that this student reminds me a lot of myself at her age. I was highly critical of my own English teachers and felt that other students slowed me down instead of helping me complete my work. I think this will help me a great deal in designing the instruction. Now I know to continuously ask myself how I would have responded to the instruction when I was in high school and be sure that I'm staying true to the students.

Learner Analysis

Learner Analysis			
Information Categories	Data Source(s)	Learner Characteristics	Implication(s) for Instruction
1. Entry behaviors	Survey and interview	<p>Students have basic English skills. About half of them have passed their English I STAAR, and the other half have not passed, despite multiple attempts.</p> <p>Additionally, two students are English Language Learners and four are preAP students.</p>	<p>Students' levels are varied. Instruction will require differentiation to meet each student at what they know. They have the necessary background skills, but some will require more scaffolding to reach the desired target.</p>
2. Prior knowledge of topic area	Prequiz	<p>Students, even those taking preAP English, failed the prequiz. They could not identify types of sentences and did not know what independent or dependent clauses are.</p>	<p>This information verifies the need for this instruction. Instruction will break down sentences into clauses and teach students how to combine them into a variety of sentences.</p>
3. Attitudes toward content	Survey and interview	<p>Students want to write better, but don't feel they have been adequately taught in the past.</p>	<p>Getting students to "buy in" to the instruction will be easy. They are motivated to become better writers, so they will be successful in future classes (especially AP English) and in college.</p>
4. Attitudes toward content and potential delivery system	Survey	<p>Students reported that they like using their technology (this school is 1-to-1 with tablets) and writing on paper.</p>	<p>Instruction will include either a mixture of technology (Schoology or otherwise) and pen/paper or give students the option of completing and turning work in on Schoology or paper.</p>

5. Academic motivation (ARCS)	Survey and interview	Goal is relevant to students and they believe they can learn it. Students believe the goal is important to their own individual educational goals.	Students already understand that this skill will benefit them in the long run. I know that they are not currently confident in their abilities, but they would like to be.
6. Education and ability levels	Survey and interview	Students range from A-students to failing students, though the majority have B's in their English I and II classes	Students have the necessary academic ability and motivation for instruction
7. General learning preferences	Survey	Students identified themselves as visual and auditory. Students were across the board in kinesthetic and verbal.	Giving instructions and examples both in writing and out loud will help students understand and engage with the material.
8. Attitudes toward training organization	Interview and survey	Students like their school, and prefer to be there versus at home due to boredom	As long as the instruction is not "boring," motivation should not be an issue.
9. Group characteristics a. Heterogeneity b. Size c. Overall impressions	Interview and survey	a. 6 girls to 1 boy, all hispanic b. 7 total students c. students know each other well and work well together, they have been working together for Academic Decathlon all year	Because this group is already so familiar with each other, partner/group work will be easy. The small group size will make any kind of jigsaw style activity difficult. Any grouping will stick to partners over larger groups.

Context Analysis

Learning Context Analysis			
Information Categories	Data Sources	Learning Site Characteristics	Implication(s) for Instruction
1. Compatibility of site with instructional requirements	observation	Each student has their own school tablet.	Technology can be utilized in the lesson without the need for a laptop cart.
2. Adaptability of site to simulate workplace	Observation Experience	Regular classroom	The setting is the same as the performance setting, though it does not need to have the same test-experience feel.
3. Adaptability for delivery approaches	Observation Experience	Room is adaptable to individual work, pairings, or groupings. Extension power strips allow students to plug in their tablets from anywhere in the room.	Varying types of delivery, individual or group, can keep instruction engaging. Technology is able to move around with the students, and uncharged tablets will not restrict learning.
4. Learning site constraints affecting design and delivery	Observation Experience	None	All required materials for instruction are readily available.
Performance Context Analysis			
Information Categories	Data Sources	Performance Site Characteristics	Implication(s) for Instruction
1. Managerial support	Experience	There are no supports on the STAAR test.	Students need to be able to work completely independently by the end of the instruction.
2. Physical aspects of site	Experience	The STAAR test is administered in a classroom	This is not always the best environment for creative thinking,

		setting. All desks face the same way. The room is silent.	though it can be good for students trying to focus. I do not want my instruction to feel like a testing environment, but it needs to prepare them for it.
3. Social aspects of site	Experience	Students will work independently without help or discussion.	Students need to be independent.
4. Relevance of skills to workplace	Experience Previously released tests	Writing is a huge part of the STAAR test. These skills are a part of both the multiple choice section and the essay-writing section of the assessment	Students need to be able to both construct and use their own sentences as well as identify and fix already written sentences.

Conducting a Goal Analysis

Revised Instructional Goal:

High school English students who have not yet passed the English II State of Texas Assessment of Academic Readiness (STAAR) will correctly identify and construct all four types of sentences (simple, compound, complex, and compound-complex) without the use of instructional aides in a typical classroom testing setting.

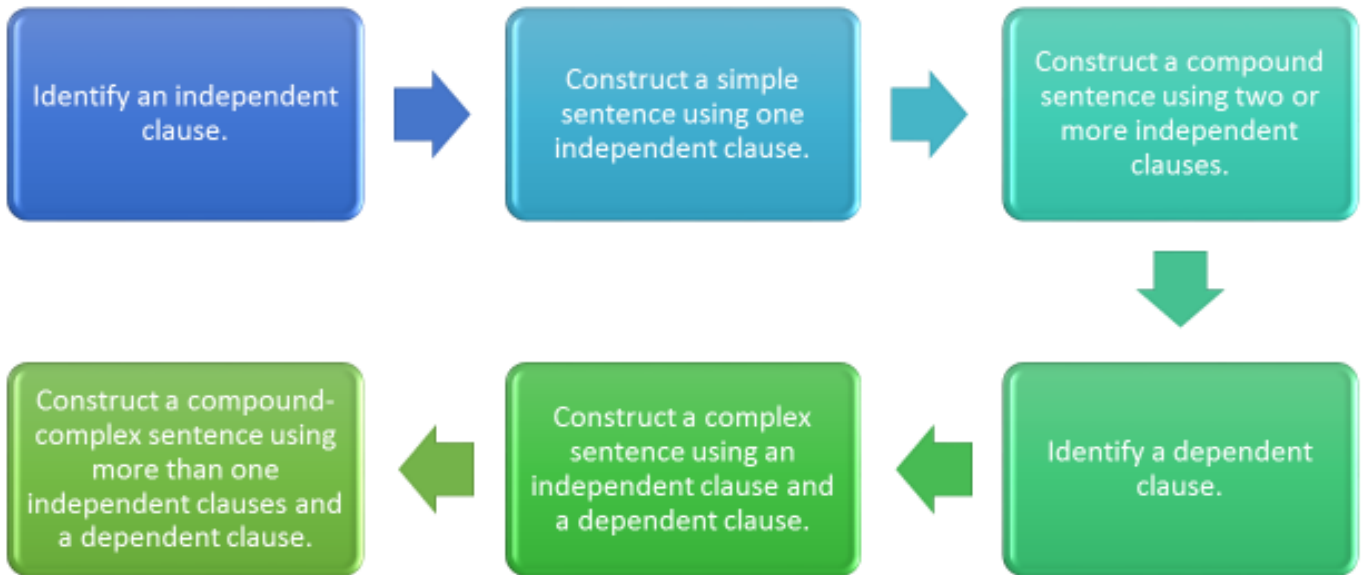
Instructional goal's domain of learning classification:

Intellectual skills

Major steps:

1. Identify an independent clause.
2. Construct a simple sentence using an independent clause.
3. Construct a compound sentence using two independent clauses.
4. Identify a dependent clause.
5. Construct a complex sentence using an independent clause and a dependent clause.
6. Construct a compound-complex sentence using two independent clauses and a dependent clause.

Diagram



Identifying Subordinate and Entry Skills

Step 5: Construct a complex sentence using an independent clause and a dependent clause.

Learning classification: Intellectual skill

Photo of Subordinate Skills Analysis on Post-it Notes:

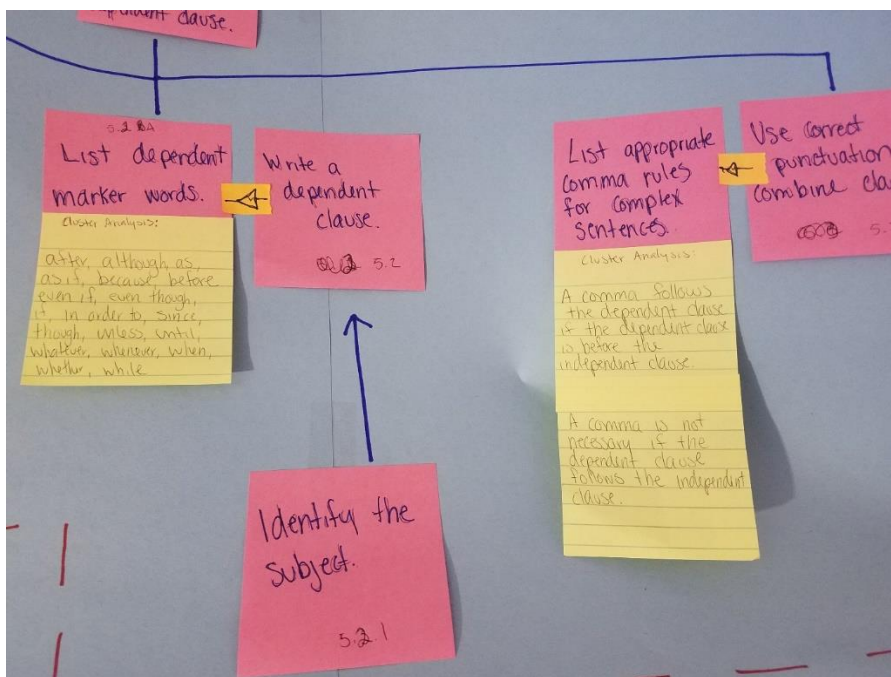
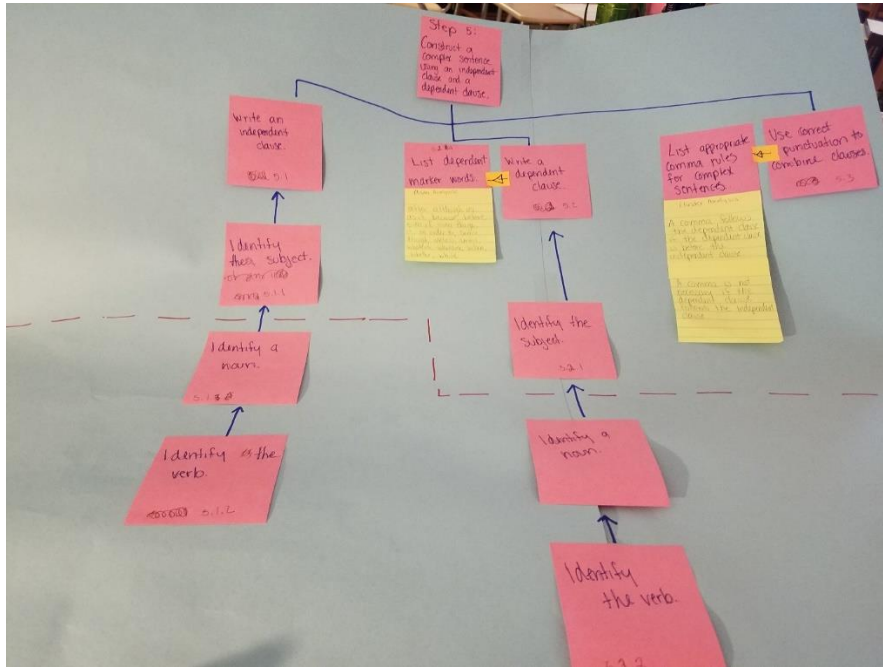
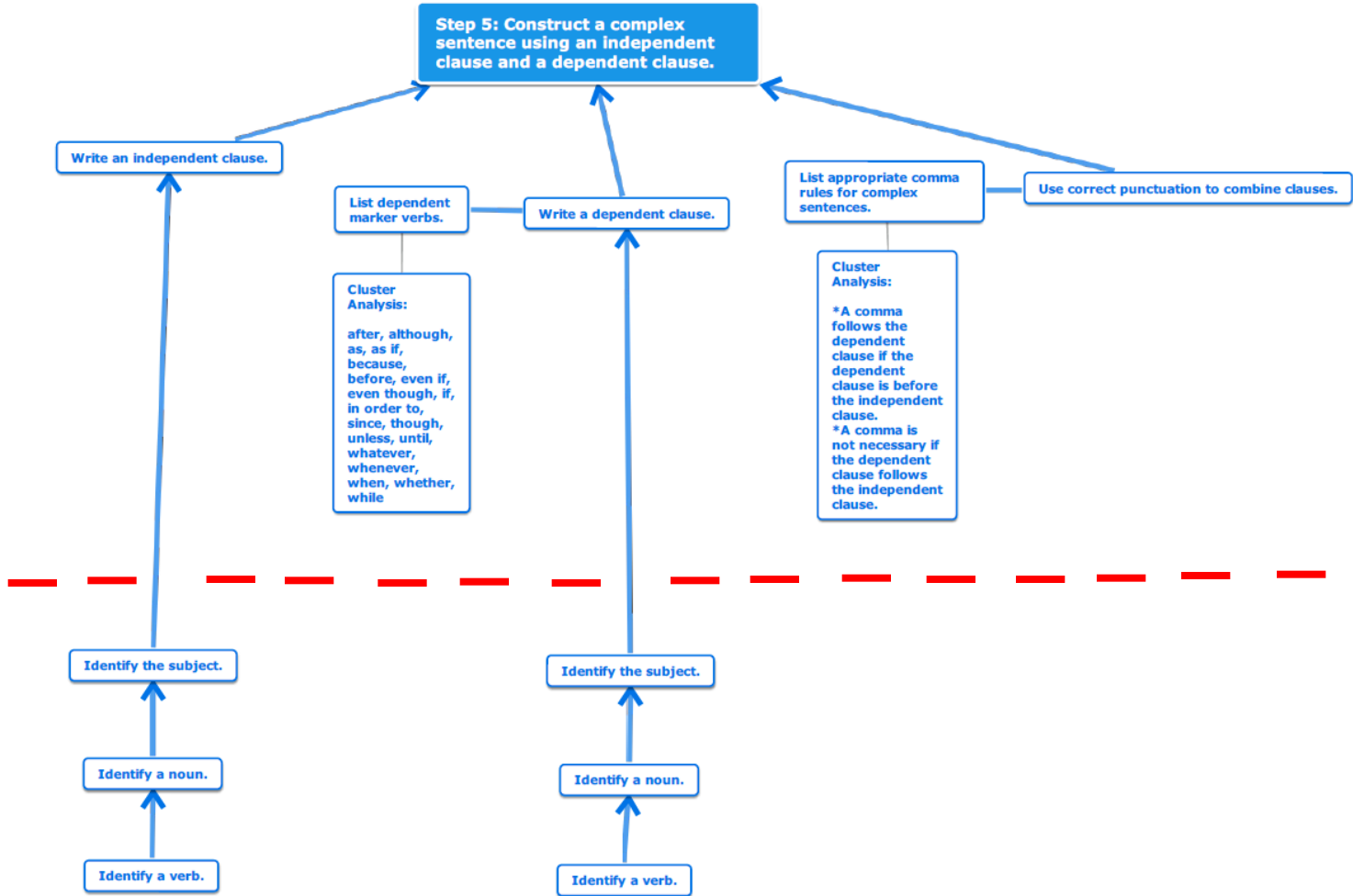
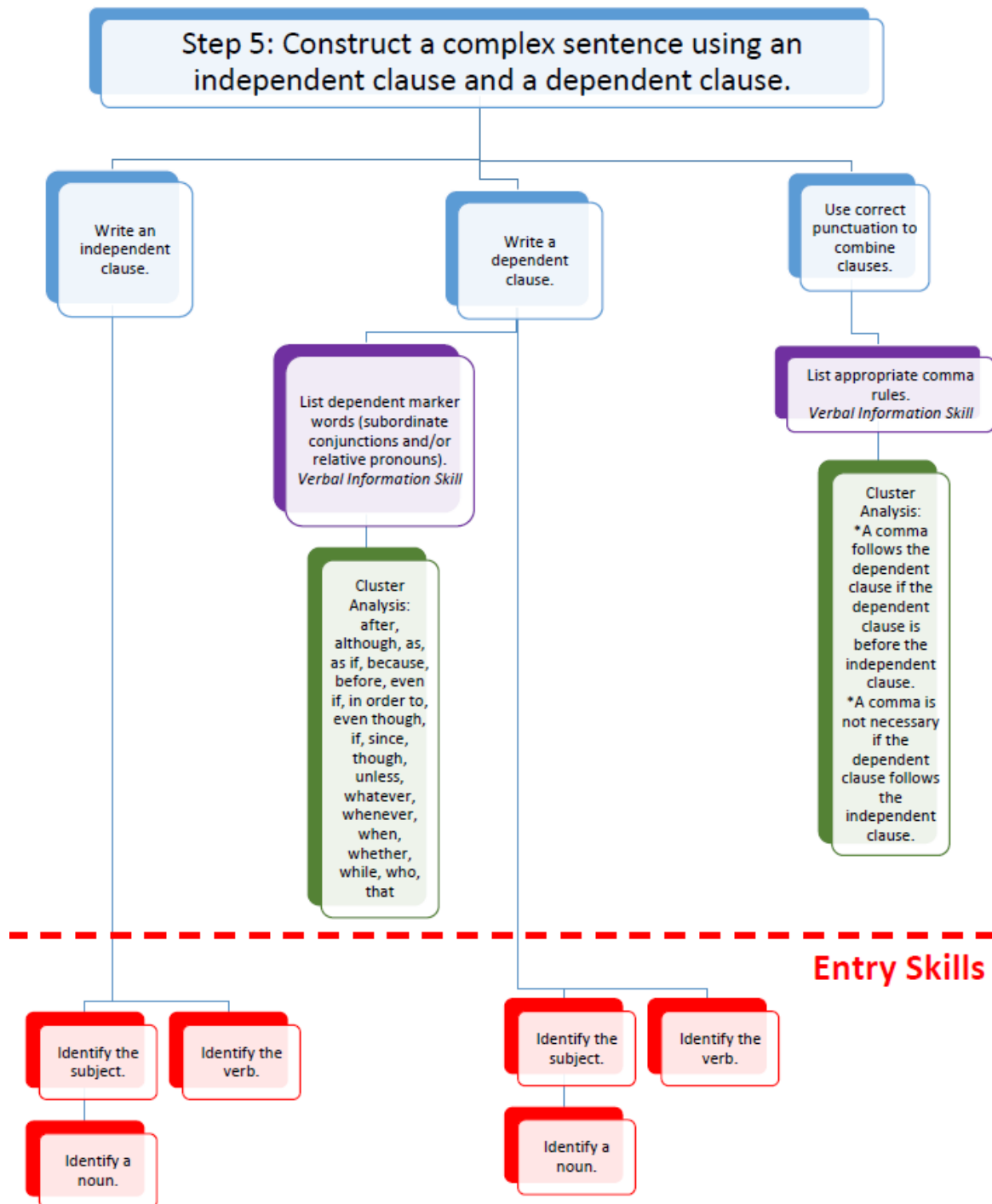


Diagram:

First draft



Revised Diagram:



Writing Performance Objectives

First goal step

Identify an independent clause.

Performance objective:

Given a sentence (CN), identify the independent clause (B) containing a subject and a verb (CR).

Second goal step

Construct a simple sentence using an independent clause.

Performance objective:

Without aides (CN), construct a simple sentence (B) correctly using an independent clause containing a subject and a verb (CR).

Third goal step

Construct a compound sentence using two independent clauses.

Performance objectives:

Without aides (CN), construct a compound sentence (B) correctly using two independent clauses, proper punctuation, and a coordinating conjunction (CR).

Without aides (CN), construct a compound sentence (B) correctly using two independent clauses and a semicolon (CR).

Fourth goal step

Identify a dependent clause.

Performance objective:

Given a sentence (CN), identify the dependent clause (B), containing a subject, a verb, and a subordinating conjunction or a relative pronoun (CR).

Fifth goal step

Construct a complex sentence using an independent clause and a dependent clause.

Performance objective:

Without aides (CN), construct a complex sentence (B), correctly using an independent clause, a dependent clause, and proper punctuation (CR).

Sixth goal step

Construct a compound-complex sentence using two independent clauses and a dependent clause.

Performance objective:

- a. Without aides (CN), construct a compound-complex sentence (B), correctly using two independent clauses, a dependent clause, proper punctuation, and a coordinating conjunction (CR).
- b. Without aides (CN), construct a compound-complex sentence (B), correctly using two independent clauses, a dependent clause, and a semicolon (CR).

Developing Assessment Instruments

Assessment Measures:

Assessment measure for Objective 1:

Directions to learner:

1. Underline the independent clause of each of the following sentences.
2. Highlight the subject of each independent clause green.
3. Highlight the verb of each independent clause yellow.

1. When using dynamite, Wile E. Coyote frequently injures himself.		
Independent clause underlined?	Y _____	N _____
Subject highlighted green?	Y _____	N _____
Verb highlighted yellow?	Y _____	N _____
2. The Roadrunner is fast when he needs to be.		
Independent clause underlined?	Y _____	N _____
Subject highlighted green?	Y _____	N _____
Verb highlighted yellow?	Y _____	N _____
3. Wile E. Coyote is resourceful and cunning although his plans rarely work.		
Independent clause underlined?	Y _____	N _____
Subject highlighted green?	Y _____	N _____
Verb highlighted yellow?	Y _____	N _____
4. When stalking the Roadrunner, Wile E. Coyote sets elaborate traps.		
Independent clause underlined?	Y _____	N _____
Subject highlighted green?	Y _____	N _____
Verb highlighted yellow?	Y _____	N _____
5. Because he is deceptively smart, the Roadrunner is able to avoid being caught.		
Independent clause underlined?	Y _____	N _____
Subject highlighted green?	Y _____	N _____
Verb highlighted yellow?	Y _____	N _____

Mastery: Minimum 4/5 sentences with all 3 Y's.

Assessment measure for Objective 2:

Students will write a one-page essay on a self-chosen topic. Essay must include at least four simple sentences.

Assessment measure for Objective 3:

Students will write a one-page essay on a self-chosen topic. Essay must include at least four compound sentences.

Assessment measure for Objective 4:

Directions to learner:

1. Underline the dependent clause of each of the following sentences.
2. Highlight the subject of each independent clause green.
3. Highlight the verb of each independent clause yellow.
4. Circle the subordinating conjunction or relative pronoun.

1. When using dynamite, Wile E. Coyote frequently injures himself.		
Dependent clause underlined?	Y _____	N _____
Subject highlighted green?	Y _____	N _____
Verb highlighted yellow?	Y _____	N _____
Subordinating conjunction/relative pronoun circled?	Y _____	N _____
2. The Roadrunner is fast when he needs to be.		
Dependent clause underlined?	Y _____	N _____
Subject highlighted green?	Y _____	N _____
Verb highlighted yellow?	Y _____	N _____
Subordinating conjunction/relative pronoun circled?	Y _____	N _____
3. Wile E. Coyote is resourceful and cunning although his plans rarely work.		
Dependent clause underlined?	Y _____	N _____
Subject highlighted green?	Y _____	N _____
Verb highlighted yellow?	Y _____	N _____
Subordinating conjunction/relative pronoun circled?	Y _____	N _____
4. When stalking the Roadrunner, Wile E. Coyote sets elaborate traps.		
Dependent clause underlined?	Y _____	N _____
Subject highlighted green?	Y _____	N _____
Verb highlighted yellow?	Y _____	N _____
Subordinating conjunction/relative pronoun circled?	Y _____	N _____
5. Because he is deceptively smart, the Roadrunner is able to avoid being caught.		
Dependent clause underlined?	Y _____	N _____
Subject highlighted green?	Y _____	N _____
Verb highlighted yellow?	Y _____	N _____
Subordinating conjunction/relative pronoun circled?	Y _____	N _____

Mastery: Minimum 4/5 sentences with all 4 Y's.

Assessment measure for Objective 5:

Students will write a one-page essay on a self-chosen topic. Essay must include at least four complex sentences.

Assessment measure for Objective 6:

Students will write a one-page essay on a self-chosen topic. Essay must include at least two compound-complex sentences.

Note: The same essay will be used to assess objectives 2, 3, 5, and 6.

Assessment Organization Chart

Goal Analysis Step	Performance Objective	Assessment
1. Identify an independent clause.	Objective 1: Given a sentence (CN), identify the independent clause (B) containing a subject and a verb (CR).	5 Sentences: 1. Underline the independent clause of each of the following sentence. 2. Highlight the subject of each independent clause green. 3. Highlight the verb of each independent clause yellow.
2. Construct a simple sentence using one independent clause.	Objective 2: Without aides (CN), construct a simple sentence (B) correctly using an independent clause containing a subject and a verb (CR).	Essay containing four simple sentences.
3. Construct a compound sentence using two	Objective 3: Without aides (CN), construct a compound sentence (B) correctly using two independent clauses, proper punctuation, and a coordinating conjunction (CR).	Essay containing four compound sentences.

independent clauses.	Without aides (CN), construct a compound sentence (B) correctly using two independent clauses, and a semicolon (CR).	
4. Identify a dependent clause.	<p>Objective 4:</p> <p>Given a sentence (CN), identify the dependent clause (B) containing a subject, a verb, and a subordinating conjunction or a relative pronoun (CR).</p>	<p>5 Sentences:</p> <ol style="list-style-type: none"> 1. Underline the dependent clause of each of the following sentence. 2. Highlight the subject of each independent clause green. 3. Highlight the verb of each independent clause yellow. 4. Circle the subordinating conjunction or relative pronoun.
5. Construct a complex sentence using an independent clause and a dependent clause.	<p>Objective 5:</p> <p>Without aides (CN), construct a complex sentence (B) correctly using an independent clause, a dependent clause, and proper punctuation (CR).</p>	Essay containing four complex sentences.
6. Construct a compound-complex sentence using two independent clauses and a dependent clause.	<p>Objective 6:</p> <ol style="list-style-type: none"> 1. Without aides (CN), construct a compound-complex sentence (B) correctly using two independent clauses, a dependent clause, proper punctuation, and a coordinating conjunction (CR). 2. Without aides (CN), construct a compound-complex sentence (B) correctly using two independent clauses, a dependent clause, and a semicolon (CR). 	Essay containing two compound-complex sentences.

Planning the Instructional Strategy

Sequence and Cluster Objectives

CLUSTER	OBJECTIVES	TIME
1 Independent Clause	Objective 1: Given a sentence, identify the independent clause containing a subject and a verb.	10 minutes
2 Sentences using independent clauses	Objective 2: Without aides, construct a simple sentence correctly using an independent clause containing a subject and a verb. Objective 3: <ol style="list-style-type: none">1. Without aides, construct a compound sentence correctly using two independent clauses, proper punctuation, and a coordinating conjunction.2. Without aides, construct a compound sentence correctly using two independent clauses, and a semicolon.	20 minutes
3 Dependent clause	Objective 4: Given a sentence, identify the dependent clause containing a subject, a verb, and a subordinating conjunction or a relative pronoun.	10 minutes
4 Sentences using dependent clauses	Objective 5: Without aides, construct a complex sentence correctly using an independent clause, a dependent clause, and proper punctuation.	10 minutes
5	Objective 6:	10 minutes

Sentences using both types of clauses	<p>3. Without aides, construct a compound-complex sentence correctly using two independent clauses, a dependent clause, proper punctuation, and a coordinating conjunction.</p> <p>4. Without aides, construct a compound-complex sentence correctly using two independent clauses, a dependent clause, and a semicolon.</p>	
---------------------------------------	--	--

Pre-instructional, Assessment, and Follow-Through Activities

PRE-INSTRUCTIONAL ACTIVITIES
<p>Motivation:</p> <p>Motivation for such a dry, grammar-heavy hour of an instruction can be more difficult than with other English content. Students will need to first see the RELEVANCE of the instruction. Prior to STAAR testing, the STAAR test can be used as a reason they need to know this content – they must be able to write a variety of sentences in the STAAR essay as it is an entire section of the STAAR essay rubric for both English I and II. Additionally, many of the Revising and Editing multiple choice questions and answer choices are focused on correctly constructing sentences. This will motivate some students – those who are concerned about and want to pass the STAAR test.</p> <p>Some students will also be motivated by the prospect of improving their writing. Students who intend to go to college are intrinsically motivated to improve themselves academically.</p> <p>Unfortunately, my learner analysis shows that there are still many students who will not be motivated by either of these ideas. These are the students for whom games and movement usually work. My learner analysis and experience with teaching freshmen has shown me that students gain and maintain engagement with the lesson when they are up and moving.</p> <p>Attention: While the instruction does involve some note-taking, it is chunked into small portions mixed with videos and multiple opportunities for students to stand up and work together.</p> <p>Relevance: This instruction is relevant to the learners because they need it for STAAR preparation and college readiness.</p> <p>Confidence: The structure and sequence of the instruction is designed to build student confidence. Instruction starts with the easiest steps (which are things that students likely partially learned with previous teachers). Constant feedback will also help build confidence. As students are correctly identifying</p>

and constructing sentences, they will see that they are capable and will feel confident moving to the next steps.

Satisfaction: As students successfully work through the steps of the instruction, they will feel satisfaction in what they've accomplished.

Objectives (to be posted on the board):

Student Expectation: Today you will learn to identify and construct four types of sentences – simple, compound, complex, and compound-complex.

Language Objective: Today you will use independent and dependent clauses to identify and construct sentences.

Entry Skills:

Students absolutely must know what verbs and nouns are to succeed in this instruction. As a pre-instructional activity (homework the night before), students will play a silly online game - [www.abcya.com/nouns and verbs](http://www.abcya.com/nouns_and_verbs).

Student Groupings and Media Selection:

Individual, game - [www.abcya.com/nouns and verbs](http://www.abcya.com/nouns_and_verbs)

Objectives will be delivered whole group

ASSESSMENT

Pretest:

Students completed a pre-assessment as part of the learner analysis and showed the need for this instruction.

Practice Tests:

Students will practice identifying and constructing independent clauses, dependent clauses, and all four types of sentences at all steps of instruction. At least two practice examples (quizizz, student-created

examples, human sentence activity) will occur immediately following each step, allowing the instructor to identify if students are ready to move on to the next step or if additional practice is necessary.

This instruction is designed so that it can be implemented two ways:

1. In a face-to-face whole class setting or by students working independently online. A teacher can guide students through the PowerPoint and videos, facilitate the human sentence activity, and give instant feedback.
2. Alternatively, a student can work through the PowerPoint, videos, and notes independently and turn in their guided notes for an instructor to grade. In this case, the human sentence activity will not be plausible. This style would work for a “virtual snow day,” an online class, or as additional practice for students who have already been taught the topic but struggled to understand it.

Posttest:

The assessment for objectives 2, 3, 5, and 6 is an essay. The essay can be on a topic of the student’s choosing and must contain at least four correctly constructed sentences of each type. The assessment for objectives 1 and 4 is an identifying clauses activity. These will be done following the instruction as homework.

Student Groupings and Media Selection:

Pretest and posttest are individual.

Some practice can be paired or grouped.

FOLLOW-THROUGH ACTIVITIES

Memory Aids:

FANBOYS can be used to help students remember the coordinating conjunctions – For And Nor But Or Yet So.

Transfer:

Constructing sentences is a skill that, if internalized, students can transfer to all types of writing in all parts of their lives – emails, social media posts, high school writing, college writing, professional writing, etc.

Student Groupings and Media Selection:

Individual, none

Content Presentation and Student Participation

Objective 1:

Given a sentence, identify the independent clause containing a subject and a verb.

CONTENT PRESENTATION

Content:

The independent clause contains a subject and a predicate. The predicate contains at least a verb. An independent clause is a complete thought that can stand alone as a complete sentence. Learners will view all this information in a PowerPoint either independently or led by an instructor and fill in guided notes as they go. There is also a video embedded for additional explanation.

Examples:

1. Life is something that happens when you can't get to sleep. (Fran Lebowitz)
2. I have enough money to last me the rest of my life, unless I buy something. (Jackie Mason)
3. Even if you're on the right track, you'll get run over if you just sit there. (Will Rogers, 1879-1935)

From video:

1. The lawnmower is cutting the grass.
2. The Eiffel Tower is in Paris.
3. Webster fetched the fire hose.
4. Webster turned on the water.
5. Morton was drenched.

Student Groupings and Media Selections:

Individual

PowerPoint and guided notes

Video - https://www.youtube.com/watch?v=t1r_thraBLU (4:01) Morton and Webster explain the independent clause, including examples, in a cartoon format. Unlike many similar videos, this video only teaches about the independent clause, keeping this chunk of information small and manageable for students.

STUDENT PARTICIPATION

Practice Items and Activities:

[Quizizz](#) – Is it an independent clause?

Feedback:

Quizizz shows correct answers immediately so students can self-assess.

Student Groupings and Media Selections:

Quizizz can be completed *individually* using the “Homework” feature, or the *whole* class can compete live using the “Play Live” feature.

Objective 2:

Without aides, construct a simple sentence correctly using an independent clause containing a subject and a verb.

CONTENT PRESENTATION

Content:

A simple sentence is one independent clause. Learners will view all this information in a PowerPoint either independently or led by an instructor and fill in guided notes as they go. There is also a video embedded for additional explanation.

Examples:

1. The coconut cream pie cooled in the refrigerator.
2. Tyrone and Lilly prepared and baked the lasagna.

From video:

1. Webster is being rude.
2. Morton is overly sensitive.

Student Groupings and Media Selections:

Individual

PowerPoint with guided notes

Video - <https://www.youtube.com/watch?v=fC6MevkPpc> (2:18) Morton and Webster explain the simple sentence, including examples, in a cartoon format.

STUDENT PARTICIPATION

Practice Items and Activities:

Students will write their own examples in their guided notes.

Feedback:

Teacher will check answers.

Student Groupings and Media Selections:

Individual

Guided Notes

Objective 3:

1. Without aides, construct a compound sentence correctly using two independent clauses, proper punctuation, and a coordinating conjunction.
2. Without aides, construct a compound sentence correctly using two independent clauses, and a semicolon.

CONTENT PRESENTATION

Content:

A compound sentence is two independent clauses joined by either a coma and a coordinating conjunction or a semicolon. Learners will view all this information in a PowerPoint either independently or led by an instructor and fill in guided notes as they go. There is also a video embedded for additional explanation.

Examples:

1. Dad just grilled the T-bone steaks, and I can't wait to taste them.
2. Mom and Tyrone set the picnic table; Lilly poured the tea and served the food.

From video:

1. I opened the door, and I went outside.
2. Morton was starving, and Webster was full.
3. Morton loves basketball, but Webster loves football.
4. Should Webster have a hot dog, or should he have some popcorn?
5. Webster went shopping, and then he chopped the ingredients, and then he stirred the soup, but he burnt the main course, and this left his sad and hungry.

Student Groupings and Media Selections:

Individual

PowerPoint with guided notes

Video – <https://www.youtube.com/watch?v=qL0kybutBgg&t=1s> (2:36) Morton and Webster explain the compound sentence, including examples, in a cartoon format.

STUDENT PARTICIPATION

Practice Items and Activities:

1. Human Sentence: each student in each group will have one part of the sentence on a card (independent clause, independent clause, punctuation, coordinating conjunction). Students will stand up holding their card and put themselves in the correct order to make a correct sentence. Repeat 1-2 times as needed or time allows.
2. Students will write their own examples in their guided notes.

Feedback:

1. Teachers can give immediate feedback to groups.
2. Teacher will check answers.

Student Groupings and Media Selections:

1. Groups, Human Sentence Activity Cards
2. Individual, Guided notes

Objective 4:

Given a sentence, identify the dependent clause containing a subject, a verb, and a subordinating conjunction or a relative pronoun.

CONTENT PRESENTATION

Content:

A dependent clause is similar to an independent clause but it cannot stand alone as a complete thought because it also contains a subordinating conjunction or a relative pronoun. Learners will view all this information in a PowerPoint either independently or led by an instructor and fill in guided notes as they go. There is also a video embedded for additional explanation.

Examples:

1. The crew could see the whale, which had surfaced only 50m behind them.
2. I am not tidying the dishes unless Peter helps.
3. Do you know the butcher who went to court on Saturday?

Examples from video:

1. When the cat is sleeping...
2. While I was watching TV...
3. Because I studied hard for my test...

Student Groupings and Media Selections:

Individual

PowerPoint and guided notes

Video - <https://www.youtube.com/watch?v=hNT1D0JoFk8&t=76s> (3:44) This video reviews independent clauses and shows how dependent clauses are different.

STUDENT PARTICIPATION

Practice Items and Activities:

[Quizizz](#) – Identify the dependent clause

Feedback:

Quizizz shows correct answers immediately so students can self-assess.

Student Groupings and Media Selections:

Quizizz can be completed *individually* using the “Homework” feature, or the *whole* class can compete live using the “Play Live” feature.

Objective 5:

Without aides, construct a complex sentence correctly using an independent clause, a dependent clause, and proper punctuation.

CONTENT PRESENTATION

Content:

A complex sentence contains an independent clause and a dependent clause.

Examples:

1. Since I learned to use the grill, I have cooked dinner every night this week.
2. After the Houston Rockets finish their game, we can go to my house where we can go swimming.

From video:

1. I failed my maths although I studied hard.
2. I haven't seen Jenny in a while despite living two streets away from her.
3. Let me know when you see him.
4. John went to sleep after he had finished studying.

Student Groupings and Media Selections:

Individual

PowerPoint with guided notes

Video - <https://www.youtube.com/watch?v=vWitQIUnbUI> (1:37) This video shows a quick overview of complex sentences with examples.

STUDENT PARTICIPATION

Practice Items and Activities:

1. Groups of four: each student in each group will have one part of the sentence on a card (independent clause, dependent clause, punctuation). Students will stand up holding their card and put themselves in the correct order to make a correct sentence. Repeat 1-2 times as needed or time allows.
2. Students will write their own examples in their guided notes.

Feedback:

1. Teachers can give immediate feedback to groups.
2. Teacher will check answers.

Student Groupings and Media Selections:

1. Groups, Human Sentence Activity Cards
2. Individual, Guided notes

Objective 6:

1. Without aides, construct a compound-complex sentence correctly using two independent clauses, a dependent clause, proper punctuation, and a coordinating conjunction.
2. Without aides, construct a compound-complex sentence correctly using two independent clauses, a dependent clause, and a semicolon.

CONTENT PRESENTATION

Content:

A compound-complex sentence contains at least two independent clauses and a dependent clause. Learners will view all this information in a PowerPoint either independently or led by an instructor and fill in guided notes as they go. There is also a video embedded for additional explanation.

Examples:

1. Grilling steaks is easy for me, so I grilled ten of them so that we could feast on them when we celebrate MLK day.

From video:

1. When I do homework, I listen to music, and it is very relaxing.

Student Groupings and Media Selections:

Individual

PowerPoint with guided notes

Video - https://www.youtube.com/watch?v=bVN_49F5ps4 (2:01) This video does a quick review of clauses and ends with an overview of compound-complex sentences, including an example.

STUDENT PARTICIPATION

Practice Items and Activities:

1. Human Sentence: each student in each group will have one part of the sentence on a card (independent clause, independent clause, dependent clause, punctuation, coordinating conjunction). Students will stand up holding their card and put themselves in the correct order to make a correct sentence. Repeat 1-2 times as needed or time allows.
2. Students will write their own examples in their guided notes.

Feedback:

1. Teachers can give immediate feedback to groups.
2. Teacher will check answers.

Student Groupings and Media Selections:

1. Groups, Human Sentence Activity Cards
2. Individual, Guided notes

Assignment of Objectives and Activities to Session(s) with Time Estimates

SESSION	OBJECTIVES AND ACTIVITIES	TIME
Homework night before	<i>Pre-instructional activity: Verbs/Nouns game</i>	
1	<p><i>Objectives 1-6: PowerPoint presentation, embedded videos, guided notes and practice, Human Sentence activity</i></p> <p><i>(Note: Human Sentence activity can be done if instruction occurs face-to-face or left out if students will work through instruction independently online.)</i></p>	60 min.
Homework night after	<i>Post-assessments</i>	

Consolidation of Media Selections and Choice of Delivery System(s)

SESSION	OBJECTIVES	STUDENT GROUPINGS AND MEDIA SELECTIONS	DELIVERY SYSTEM(S)
1	1	<p>Individual</p> <p>PowerPoint and guided notes</p> <p>Video - https://www.youtube.com/watch?v=t1r t hraBLU (4:01)</p>	<p>This instruction is designed so that it can be implemented two ways:</p> <ol style="list-style-type: none"> 1. In a face-to-face whole class setting or by students working independently online. A

		<p>Quizizz can be completed <i>individually</i> using the “Homework” feature, or the <i>whole</i> class can compete live using the “Play Live” feature.</p>	<p>teacher can guide students through the PowerPoint and videos, facilitate the human sentence activity, and give instant feedback.</p> <p>2. Alternatively, a student can work through the PowerPoint, videos, and notes independently and turn in their guided notes for an instructor to grade. In this case, the human sentence activity will not be plausible. This style would work for a “virtual snow day,” an online class, or as additional practice for students who have already been taught the topic but struggled to understand it.</p>
2	<p>Individual</p> <p>PowerPoint with guided notes</p> <p>Video - https://www.youtube.com/watch?v=fC6MevkPpc (2:18)</p>		
3	<p>Individual</p> <p>PowerPoint with guided notes</p> <p>Video – https://www.youtube.com/watch?v=qL0kybutBgg&t=1s (2:36)</p> <p>Groups, Human Sentence Activity Cards</p>		
4	<p>Individual</p> <p>PowerPoint and guided notes</p> <p>Video - https://www.youtube.com/watch?v=hNT1D0JoFk8&t=76s (3:44)</p> <p>Quizizz can be completed <i>individually</i> using the “Homework” feature, or the <i>whole</i> class can compete live using the “Play Live” feature.</p>		

	5	<p>Individual</p> <p>PowerPoint with guided notes</p> <p>Video - https://www.youtube.com/watch?v=vWitQlUnbUI (1:37)</p> <p>Groups, Human Sentence Activity Cards</p>	
	6	<p>Individual</p> <p>PowerPoint with guided notes</p> <p>Video - https://www.youtube.com/watch?v=bVN49F5ps4 (2:01)</p> <p>Groups, Human Sentence Activity Cards</p>	

Instructional Materials

[Presentation](#) (embedded videos turned into images when uploaded to Google Slides – links are provided in the presenter notes)

[Guided Notes](#)

[Human Sentence Cards](#)

[Assessment](#)

Designing and Conducting Formative Evaluations

Notes on revisions made prior to formative evaluations:

After reviewing Chapter 10 again and discussing with my students, I decided to eliminate the instructor-led option to the instruction (including the human sentence activity that gave me time constraint concerns) and have turned my materials into a course on Schoology that can be completed entirely by the student alone. To replace the human sentence practice activity and ensure enough practice occurs, I added two quizzes for each half of the instruction: independent clauses and dependent clauses. This instruction can be used as a “virtual snow day,” an emergency sub lesson, or for a flipped classroom. I then applied the formative evaluation process to that Schoology version of the materials as follows:

Formative Evaluation Plan

One-to-one Plan:

1st – English IV AP teacher, both instructor and subject-matter-expert

I will send my course information to the English teacher so that he can walk through the instruction himself, taking notes on the accuracy and clarity of the instruction, as well as ensuring that links and videos are functioning.

2nd – Academic Decathlon student, target learner, preAP student

I will have my Academic Decathlon student go through the instruction, giving me immediate feedback on the clarity, impact, and feasibility of the lesson. This will take place during the Academic Decathlon study hall period at the end of the school day. The class period is 45 minutes, so the instruction will continue into the next day, including a 15-20 minute debrief session when the student has completed the instruction.

3rd – Academic Decathlon student, target learner, English Language Learner

*same as 2nd evaluator on a different day

Small Group Plan:

I am in a unique position because my school has what we call Eagle Time, a built-in RTI period before lunch, giving me the perfect opportunity to try out the instruction with a small group. We are able to choose two lists of students: Eagle White students come on Mondays and Tuesdays, and Eagle Green students come on Thursdays and Fridays (when the week is on a regular schedule). As the English I STAAR has already passed but the Algebra and Biology STAARs are upcoming, those tested classes get first choice of students, so my Eagle students aren't chosen based on data anymore so much as just my students that weren't picked by one of their other teachers. This does still however create a diverse sampling of learners from all of my English I classes. I have 13 students on each list; however, they don't all show up (many students skip during this period).

Questions for students:

- Was the instruction clear?
- Was the instruction easy to follow?
- Was the instruction too easy or too difficult?
- Do you feel that you learned anything from the instruction?
- Were the videos interesting enough?
- Were the videos informative enough?
- Did anything feel like "busywork"?
- Were there enough examples?
- Did the practice activities help? Too easy? Too difficult?

One-to-One Evaluations

Description of who served as one-to-one evaluators and why they were chosen

PreAP English II student: This student is an example from the high achieving end of the range. She is good example of a student who has heard the terms and language before but does not remember the specifics of the instruction. The instruction would serve more as a refresher and extension of what the student already knows.

English Language Learner student: This student is an example from the struggling end of the range. She has some English language difficulties and is more in need of the instruction than the preAP student. The added supports in the instruction are more geared to her level.

English IV AP teacher: This teacher knows the English content very well and can ensure that all information and examples are correct, both in the instruction I created and in the videos I chose. He was also able to run through the instruction as a student before showing it to the other students to ensure that everything appears the way intended.

Length of the one-to-one meetings

PreAP student and ELL student: Two class periods on consecutive days, 45 minutes each (including debrief interview)

English IV AP teacher: 45 minutes after school

Description of the activities done during the one-to-one meetings

Students used access code to enter the course on Schoology. Students worked through the instruction in front of me, providing feedback and asking questions. I was able to make some immediate changes (clarifying that the Welcome Page is where students are to start) and fix issues with the YouTube videos in the PowerPoint.

The English teacher looked over instruction and provided feedback and a description of how the instruction looked from the student view. He helped me experiment with the Student Completion features before ultimately deciding not to use them for the one-to-one evaluations. I did decide to use them on one of the small groups, as described below.

Remarks on how long it took the evaluators to complete the activities
My estimation of an hour was very accurate. Including the time it took to enter the access code, students spent all of one 45-minute class period and about 15 minutes of the next class period to complete the activities and notes. The preAP student finished quicker because she chose not to watch some of the videos for the steps she understood from the notes alone.

Results of the assessments that evaluators completed

Independent clause Quizizz:

Both the preAP student and the ELL student scored high, 10/10 and 9/10

Dependent clause Quizizz:

Both the preAP student and the ELL student scored high, 10/10 and 8/10

Independent Clauses and the Sentences They Make Quiz:

The preAP student scored 100 on the first attempt, and the ELL scored 80 on the first attempt.

Dependent Clauses and the Sentences They Make Quiz:

The preAP student scored 80 on the first attempt and 100 on the second, and the ELL scored 90 on the first attempt.

Feedback received from the evaluators during these sessions

Both students were adamant that they preferred this method of instruction over the typical teacher-led, students-take-notes style of instruction. They both agreed that teacher-led notes are boring (no engagement) and take much longer. Completing the instruction individually gave them the option to watch the videos they needed and skip the ones they didn't. The preAP student only watched the instructional videos when she felt she needed the additional information. The ELL student watched all of the videos. They both enjoyed the videos they watched. They appreciated their short length, but felt they still conveyed the information well.

The preAP student did not immediately identify the instruction as too easy but agreed that was definitely very easy when questioned about it. The ELL student found the difficulty level perfect. The practice assignments were easy where they were placed in the instruction and helped the students understand the concepts and feel confident moving forward in the instruction.

Description of revisions that could be made to instruction based on feedback

As the students worked and provided feedback, I made some adjustments. First, I clarified where they were to start. I had assumed that they would immediately start at the Welcome page, but they all asked, so I added "START HERE" to the Welcome page's title. They all chose to download the PowerPoint, but the embedded videos did not work when downloaded. I deleted the embedded videos and just put the YouTube links that students could click on. There was some confusion about the sentence examples in the notes, so I

added instructions to clarify that sentence examples were meant to be created by the student, not copied from the slides.

Links to any questionnaires, documents, or materials created specifically for one-to-one evaluations

The evaluation was rather informal and all feedback was collected from students' completed work and questioning. I used the following questions to collect feedback:

- Was the instruction clear?
- Was the instruction easy to follow?
- Was the instruction too easy or too difficult?
- Do you feel that you learned anything from the instruction?
- Were the videos interesting enough?
- Were the videos informative enough?
- Did anything feel like "busywork"?
- Were there enough examples?
- Did the practice activities help? Too easy? Too difficult?

Small Group Evaluation

Description of how many learners were in the small group and how they represent some of the subgroups within the target learner population

As described in the formative evaluation plan, the small group evaluation occurred during Eagle Time with two groups of students. Due to scheduling, Eagle White students met on Tuesday, April 18th and Monday, April 24th. Eagle Green students met Wednesday, April 19th and Thursday, April 20th.

The following students were present for the instructional activities (highlighted students were present both days and therefore completed all of the instructional activities):

Eagle White:

1. Natalia, 9th grade, ELL
2. Jasmin, 9th grade, at-risk
3. Elizandro, 9th grade, at-risk
4. Ruben, 9th grade, at-risk
5. Justin, 9th grade, on level
6. Isaias, 9th grade, on level
7. Angela, 9th grade, ELL

Eagle Green

1. Brandon, 10th grade, at-risk
2. Juliette, 9th grade, at-risk
3. Emily, 9th grade, 504, at-risk
4. Jonathan, 9th grade, at-risk
5. Pedro, 9th grade, ELL

With the one-to-one evaluations, students had the option of downloading the PowerPoint and clicking through the instruction themselves or to click through the same information contained within the Schoology folders (no download required). I gave this option with my recent study of Universal Design for Learning in mind; however, I was uncomfortable with this particular option. The one-to-one evaluators had many questions about what was required and what was optional, and they both initially skipped over the Quizizz and practice quiz activities and went back and completed them at the end.

To see if removing that option would be beneficial, I decided to give Eagle White and Eagle Green separate courses to complete. Eagle White had the download PowerPoint option with the exact same

instructions as the one-to-one evaluations, but I removed the option for the Eagle Green course. They still had the option to either type or write their notes, but they were required to click through the information within Schoology. I also activated the Student Completion feature in this course, forcing students to complete each item in order. Completing each item will unlock the next item.

The student completion feature is also beneficial because I can clearly monitor exactly how much of the instruction students have completed as they work. If this were a virtual snow day, this option can allow the instructor to monitor student progress from home; he or she could message students who were completing the instruction slowly to see if they could offer any help.

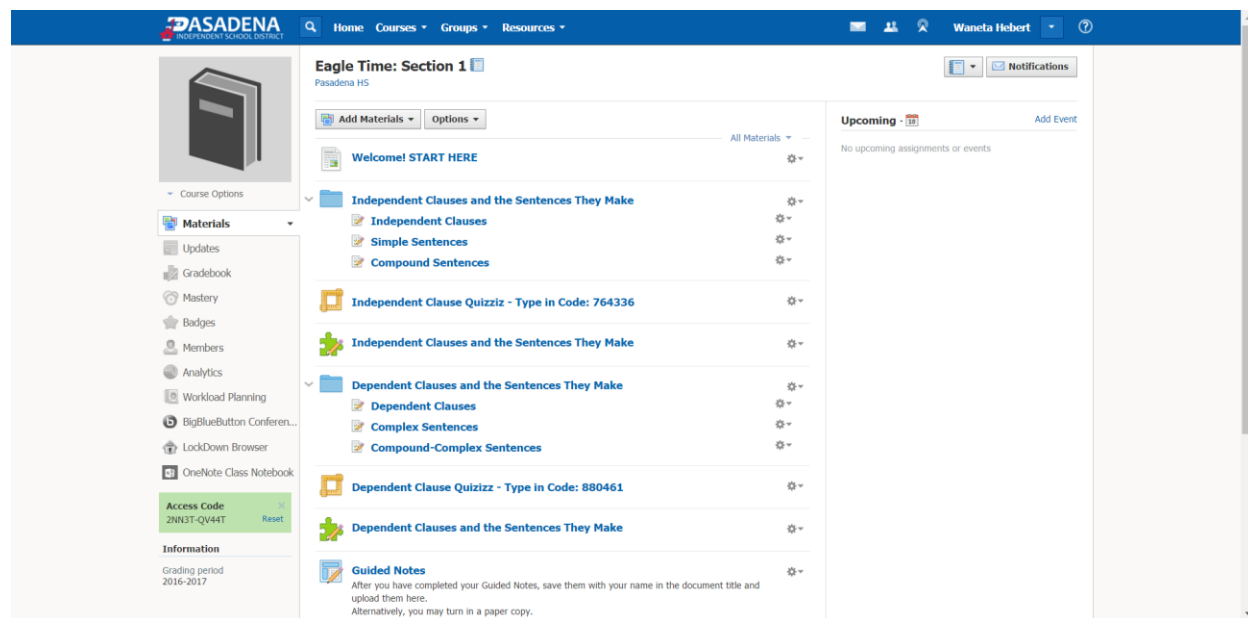
I have provided screenshots of the courses, but if you'd like to view the courses, you can create a free account on Schoology and use the following access codes to enter the courses as a student (if you'd like to view them from the teacher side, send me an email and I can make you an administrator in the course):

Eagle White: 2NN3T-QV44T

Eagle Green: 2CBRN-76CNW

Screenshots of how the courses look inside Schoology:

Eagle White Course:



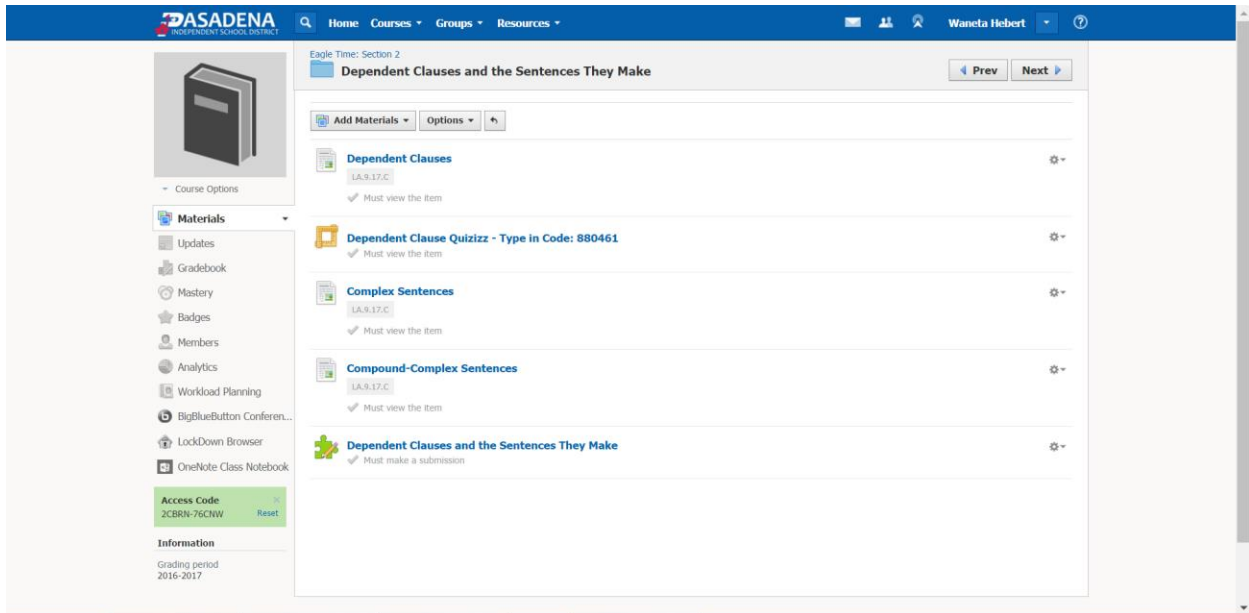
Eagle Green Course:

The screenshot shows the Canvas LMS interface for the 'Eagle Time: Section 2' course. The top navigation bar includes 'Home', 'Courses', 'Groups', and 'Resources'. The user 'Waneta Hebert' is logged in. The course page features a sidebar with navigation options like 'Materials', 'Updates', 'Gradebook', and 'Mastery'. The main content area is titled 'Eagle Time: Section 2' and contains a list of materials. The materials are organized into two main sections: 'Independent Clauses and the Sentences They Make' and 'Dependent Clauses and the Sentences They Make'. Each section includes a 'Must Complete' requirement and a list of items such as 'Independent Clauses', 'Independent Clause Quizizz - Type in Code: 764336', 'Simple Sentences', and 'Compound Sentences'. A 'Guided Notes' section is also present, with instructions on how to use and submit the notes. The right sidebar shows 'Upcoming' assignments and events, which are currently empty.

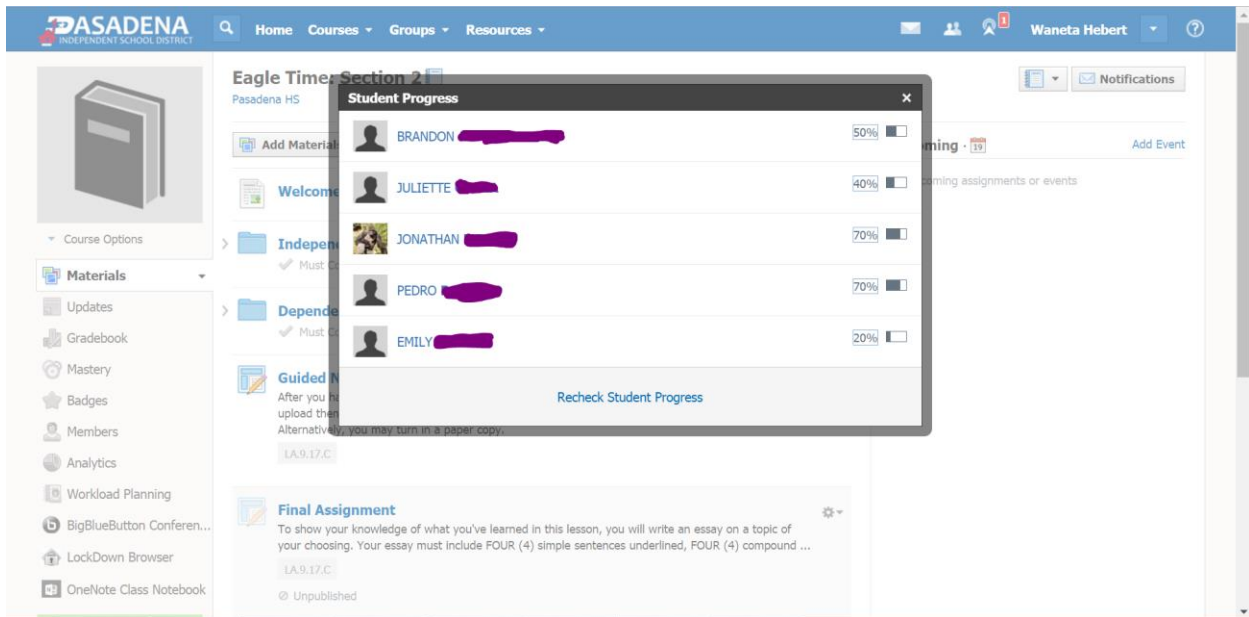
Completion requirements inside each folder of the Eagle Green course:

The screenshot shows the 'Completion requirements' page for the 'Eagle Time: Section 2' course. The page is titled 'Independent Clauses and the Sentences They Make' and features a 'Next' button. The main content area lists the completion requirements for each material. The requirements are as follows:

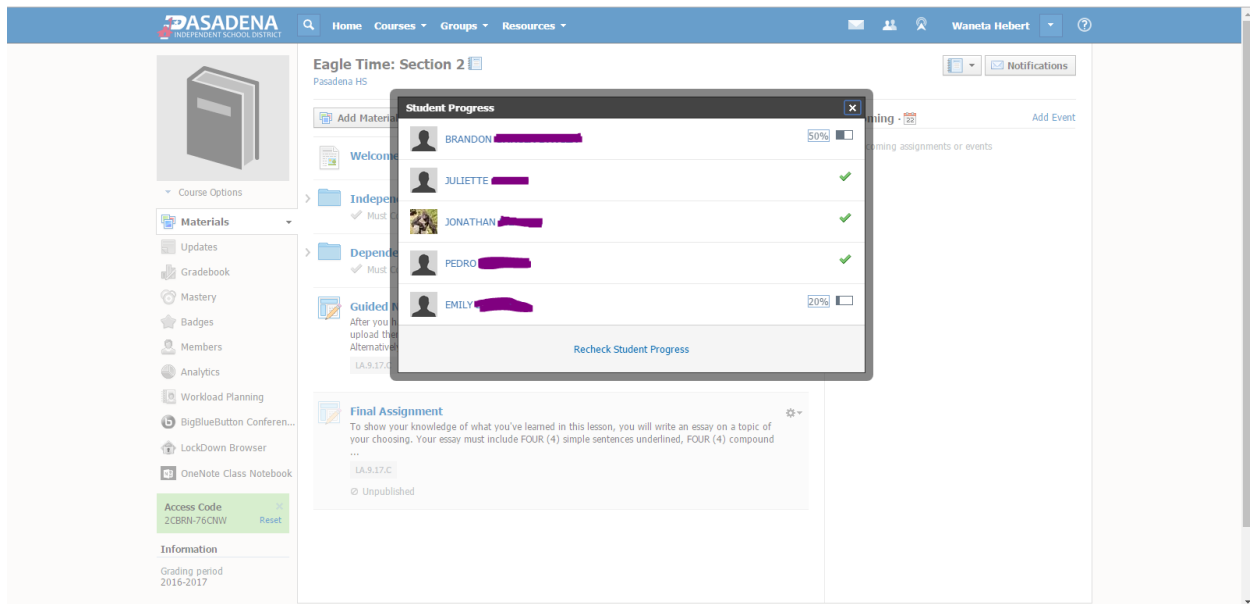
- Independent Clauses** (LA.9.17.C): Must view the item.
- Independent Clause Quizizz - Type in Code: 764336**: Must view the item.
- Simple Sentences** (LA.9.17.C): Must view the item.
- Compound Sentences** (LA.9.17.C): Must view the item.
- Independent Clauses and the Sentences They Make**: Must make a submission.



Eagle Green Student Progress Check (after first session):



Eagle Green Student Progress Check (after second session):



The length of the small group evaluation session

Two sessions, 30 minutes each

Description of the activities during small group evaluation session

Students were given the access code and the printed guided notes, if they wanted them (one student in each group used my classroom computer to type the notes). Students then worked through the instruction independently, while I monitored and answered questions as needed.

Remarks on how long it took the target learners to complete the activities

Eagle White:

It is more difficult to determine exactly how much work students accomplished in the first session of Eagle White than Eagle Green simply because Eagle White did not utilize the Student Completion features. After one session, only one student had completed the Independent Clause Quizziz, no students had completed the Dependent Clause Quizziz, and no students completed either quiz in Schoology. All of the students chose to download the PowerPoint, and only one student completed all of the instruction.

Eagle Green:

Students completed the instruction a bit faster than my one-to-one evaluators did. Jonathan and Pedro both completed 70% of the instruction in the first 30-minute session, and finished the instruction after about 15 minutes of the second session. Juliette arrived late to the first session and used the slow student computer in the classroom. She only completed 40% of the instruction during the first session and completed the instruction by the end of the second session.

Results of the assessments that target learners completed

Eagle White:









Eagle Time: Section 1 ▶ Tests/Quizzes

Independent Clauses and the Sentences They Make

Submissions Enabled

Questions Settings Preview **Results** Comments

View by Student · View by Question

Name	Submissions/ Attempts	Latest Attempt	Final Score Gradebook Grade	
 ELIZANDRO	-	-	* /100 */100	View Attempts
 NATALIA	-	-	* /100 */100	View Attempts
 RUBEN	-	-	* /100 */100	View Attempts
 ANGELA	1/1	Today at 10:16 am	100/100 100/100	View Attempts
 RODRIGO	1/1	Today at 10:19 am	100/100 100/100	View Attempts
 JUSTIN	-	-	* /100 */100	View Attempts
 ISAIAS	2/2	Today at 10:09 am	100/100 100/100	View Attempts
 JASMIN	-	-	* /100 */100	View Attempts

[Save Changes](#)

(Note: Isaias's first attempt was a 70/100)

Dependent Clauses and the Sentences They Make

Submissions Enabled



Questions

Settings

Preview

Results

Comments

View by Student · [View by Question](#)

Name	Submissions/ Attempts	Latest Attempt	Final Score Gradebook Grade	
ELIZANDRO	-	-	* _{/100} */100	View Attempts
NATALIA	-	-	* _{/100} */100	View Attempts
RUBEN	-	-	* _{/100} */100	View Attempts
ANGELA	1/1	Today at 10:22 am	90 _{/100} 90/100	View Attempts
RODRIGO	-	-	* _{/100} */100	View Attempts
JUSTIN	-	-	* _{/100} */100	View Attempts
ISAIAS	2/2	Today at 10:12 am	100 _{/100} 100/100	View Attempts
JASMIN	-	-	* _{/100} */100	View Attempts

[Save Changes](#)

(Note: Isaias's first attempt was a 30/100)

Independent Clause Quizziz:

Eagle White:

1. Natalia, 9th grade, ELL
2. Jasmin, 9th grade, at-risk
3. Elizandro, 9th grade, at-risk
4. Ruben, 9th grade, at-risk
5. Justin, 9th grade, on level
6. Isaias, 9th grade, on level: **7/10**
7. Angela, 9th grade, ELL: **6/7**









Dependent Clause Quizziz:








Eagle White:

1. Natalia, 9th grade, ELL
2. Jasmin, 9th grade, at-risk: **8/10**
3. Elizandro, 9th grade, at-risk
4. Ruben, 9th grade, at-risk
5. Justin, 9th grade, on level
6. Isaias, 9th grade, on level: **6/10**

7. Angela, 9th grade, ELL: 8/10

Eagle Green:

Independent Clauses and the Sentences They Make				Submissions Enabled			
Questions	Settings	Preview	Results	Comments			
View by Student · View by Question							
Name	Submissions/ Attempts	Latest Attempt	Final Score	Gradebook Grade			
 BRANDON [redacted]	1/1	4/19/17 10:23am	40/100	40/100	View Attempts		
 JULIETTE [redacted]	1/1	4/20/17 10:04am	90/100	90/100	View Attempts		
 JONATHAN [redacted]	1/1	4/19/17 10:14am	100/100	100/100	View Attempts		
 PEDRO [redacted]	1/1	4/19/17 10:14am	100/100	100/100	View Attempts		
 EMILY [redacted]	-	-	* /100	* /100	View Attempts		
Save Changes							

Dependent Clauses and the Sentences They Make				Submissions Enabled			
Questions	Settings	Preview	Results	Comments			
View by Student · View by Question							
Name	Submissions/ Attempts	Latest Attempt	Final Score	Gradebook Grade			
 BRANDON [redacted]	-	-	* /100	* /100	View Attempts		
 JULIETTE [redacted]	1/1	4/20/17 10:19am	90/100	90/100	View Attempts		
 JONATHAN [redacted]	2/2	4/20/17 9:59am	100/100	100/100	View Attempts		
 PEDRO [redacted]	1/1	4/20/17 10:01am	100/100	100/100	View Attempts		
 EMILY [redacted]	-	-	* /100	* /100	View Attempts		
Save Changes							

(Note: Jonathan's first attempt was an 80/100)

Independent Clause Quizziz:

Eagle Green

- Brandon, 10th grade, at-risk: 6/10
- Juliette, 9th grade, at-risk: 6/10
- Emily, 9th grade, 504, at-risk: 10/10

9. Jonathan, 9th grade, at-risk: **8/10**
10. Pedro, 9th grade, ELL: **8/10**

Dependent Clause Quizziz:

Eagle Green

1. Brandon, 10th grade, at-risk: **Inc**
2. Juliette, 9th grade, at-risk: **10/10**
3. Emily, 9th grade, 504, at-risk: **Inc**
4. Jonathan, 9th grade, at-risk: **6/10**
5. Pedro, 9th grade, ELL: **10/10**

Feedback received from the target learners during these sessions

Eagle White:

Students were less responsive to the lesson. Most of them skipped around the instruction and got confused by all the different parts. They liked the videos and autonomy of the lesson, but clearly needed more structure to complete all parts in order.

Eagle Green:

The three students who completed the instruction had no complaints about it. They enjoyed the videos and having the option to only watch the videos they needed. They liked the practice and assessment opportunities much the same as the one-to-one evaluators did.

Description of revisions that could be made to instruction based on the feedback

I completed most of the revisions during the one-to-one evaluations as the students worked. Those revisions are described above.

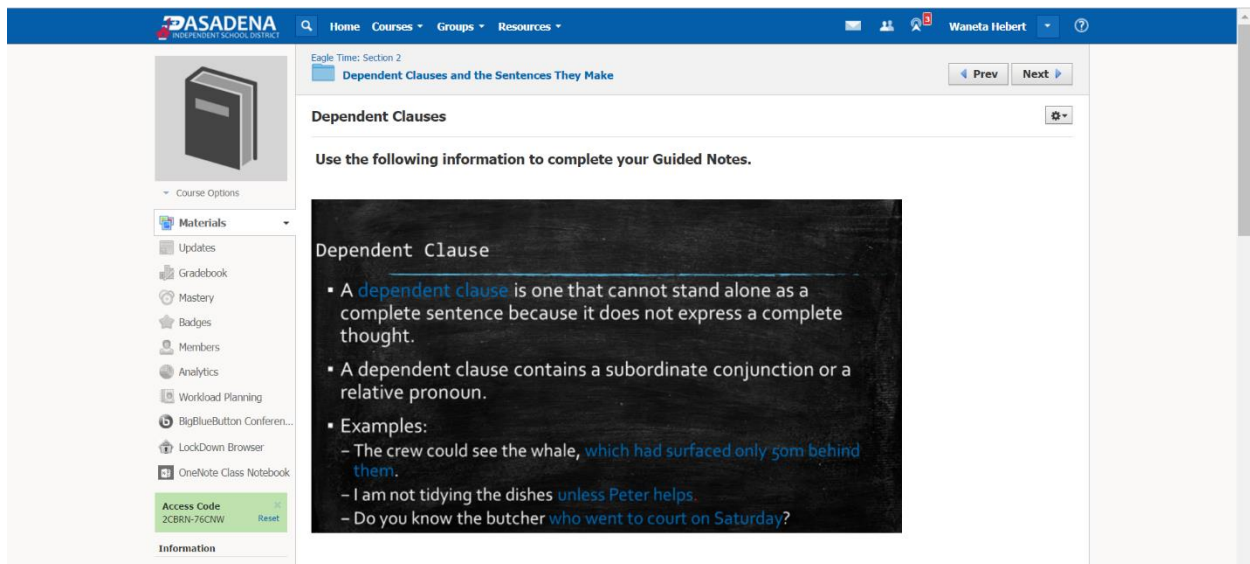
After comparing the performance of the two small groups, both their performance on assessments and the speed and ease with which they completed the activities, I have decided that choosing to eliminate the PowerPoint option and utilizing the Student Completion features in Schoology was in fact beneficial to the students. The students in the Eagle Green group finished their work much more quickly and with greater ease than the students in the Eagle White group. It took the Eagle White students a lot longer to get started. They also did not complete the instruction in the order I would have liked. They completed all of the practice after going through all of the instruction instead of where it was embedded into the process.

Due to these observations, my final draft of the Schoology lesson more closely mirrors the look of the Eagle Green course, without the PowerPoint option and with the Student Completion features guiding the learner through the instruction in order.

In addition to the data I collected from the evaluations, I chose to make some minor revisions to increase accessibility for students with disabilities. I attended the Innovative Teaching and Learning Symposium at the University of Houston Main Campus on April 21st and learned a lot of new tips and tricks for ensuring that instructional content is accessible to all students. For instance, one of the slides in the PowerPoint uses two images to display lists of subordinate conjunctions and relative pronouns. I now know that a blind student using a screen reader would not be able to read those words. This is an easy fix as I can simply remove the images and type the words out onto the slide myself.

Similarly, when I inserted the content into Schoology pages, I simply copied the image of each slide and inserted it into the pages. Again, a screen reader would not be able to see the content on the slides in this form, but I can copy the content of the slides into each page instead of the image, allowing a screen reader to read the content.

Before:



The screenshot shows a Schoology course page for 'Eagle Time: Section 2' titled 'Dependent Clauses and the Sentences They Make'. The page features a navigation menu on the left with options like 'Course Options', 'Materials', 'Updates', 'Gradebook', 'Mastery', 'Badges', 'Members', 'Analytics', 'Workload Planning', 'BigBlueButton Conferen...', 'LockDown Browser', and 'OneNote Class Notebook'. The main content area displays a slide titled 'Dependent Clause' with the following text:

Dependent Clause

- A **dependent clause** is one that cannot stand alone as a complete sentence because it does not express a complete thought.
- A dependent clause contains a subordinate conjunction or a relative pronoun.
- Examples:
 - The crew could see the whale, **which had surfaced only som behind them.**
 - I am not tidying the dishes **unless Peter helps.**
 - Do you know the butcher **who went to court on Saturday?**

Access Code
2CBRN-76CMW Reset

Information
Grading period
2016-2017

I am not buying the dishes ~~unless Peter helps~~.
– Do you know the butcher ~~who went to court on Saturday?~~

Subordinate Conjunctions

after	once	until
although	provided that	when
as	rather than	whenever
because	since	where
before	so that	whereas
even if	than	wherever
even though	that	whether
if	though	while
in order that	unless	why

Relative Pronouns

that	who	whose
which	whoever	whichever

After:

DASADENA
INDEPENDENT SCHOOL DISTRICT

Home Courses Groups Resources

Waneta Hebert

Sentence Structures Flipped Lesson: Section 1
Dependent Clauses and the Sentences They Make

Dependent Clauses

Use the following information to complete your Guided Notes.

Dependent Clause

- ▶ A **dependent clause** is one that cannot stand alone as a complete sentence because it does not express a complete thought.
- ▶ A dependent clause contains a subordinate conjunction or a relative pronoun.
- ▶ Examples:

Access Code
SKCTG-W3VST Reset

Information
Grading period
2016-2017

► Examples:

- The crew could see the whale, **which had surfaced only 50m behind them.**
- I am not tidying the dishes **unless Peter helps.**
- Do you know the butcher **who went to court on Saturday?**

Subordinate Conjunctions

- After
- Although
- As
- Because
- Before

Relative Pronouns

- That
- Which
- Whichever
- Who
- Whoever
- Whom
- Whose

I also reviewed the videos I chose and ensured that all important information is visible to students who have hearing impairments (or even students who simply cannot listen to a video where they are). All content and examples are written out in each video. They are not ideal, as captions showing all of the information would be better, but they're not the worst. This is still something I will keep in mind when choosing instructional videos in the future.

I know that none of my current students are blind, use a screen reader, or are deaf; however, as an Instructional Designer, it would be almost impossible to guarantee that, so I recognize that it is important to make all materials as accessible as possible.

Links to any questionnaires, documents, or other materials created specifically for your small group evaluation

Due to time constraints, I was not able to give them any kind of survey or form to complete regarding the instruction, so all feedback was collected the same way as in the one-to-one evaluations and I used the same questions.

Final Drafts

Course Access Code for Final Draft: SKCTG-W3VST

[Blog Post](#)

Screencast video

[Student Instructions](#)

[Overview for Teachers](#)