**Analysis Document**

* Learning Goal(s)
  + Students will write a persuasive essay with:
    - Intro paragraph
      * Hook
      * Condensed Topics
      * Thesis
    - Body Paragraphs
      * Each beginning with a Topic Sentence
        + Info within each paragraph pertains to the topic sentence
    - Conclusion Paragraph
      * Transition from last body paragraph
      * Sentences explaining how paper has fit together and leads to a stronger, more emphatic and more detailed version of your thesis
      * Discussion of implications for further research
      * Why the essay was important or interesting
      * Any other areas in which your essay has significance: ethics, practical applications, politics
* Needs Analysis

Students are often required to write essays without truly understanding what constitutes a well-structured essay. With the goal and demand for students to be career and college ready, it is vital that each student can write a fluent and structured paper.

Using the information and pre-assessments of, Hobbit Book Report, MyAccess Prompts, Smile-Sheet Questioner, and Class Discussions, I have found that 6 of 29 students know how to structure an essay.

Students have shown that they do not have an understanding of:

* Introduction Paragraphs
* Body Paragraphs
  + With topic sentences
* Concluding Paragraphs
* Learner Analysis: Task Analysis
  + Demographics
    - Age 11-12
    - Gender
      * Male – 17 students
      * Female – 12 students
    - Ethnicity: Caucasian 26, Pacific Islander 1, Hispanic 2
    - Income: Affluent - Not a title 1 school
    - Location: Quail Hollow Elementary
    - Education: 6th Grade
  + Attitudes, values and opinions (The following responses are from a direct class discussion and individual interviews with students)
    - How does your population feel about the content area? Enjoy researching topics they are interested in. Some enjoy writing, but many feel it is a chore.
      * Kind of boring
        + Don’t really like typing
        + Not fun to just sit and look at a screen
      * Absolutely love it
        + Able to show what we know
        + Able to express it through your own voice
      * Some don’t like writing about a specific topic
        + Would like it better if they could choose a specific topic
      * Like being ale to resubmit essays for better scores (revising)
      * Some like having set structure to help develop their idea to a specific format.
    - How do they feel about school?
      * Likes
        + Kinesthetic activities
        + NO HOMEWORK
        + PE for recess
        + Original activities
        + Actual experiments (Science)
        + Art
        + Extended instruction when needed
        + Group/partner work
        + Hands on social studies
        + Personal journals
        + Technology

IPads, laptops, computers

Making movies

More for fun things than writing papers

* + - * + Bonus parties
        + Choosing own groups
        + Volunteer

Able to do random things during the day

* + - * + Class discussion
      * Dislikes
        + Pearson Success instruction
        + When projects cut into recess time
        + School lunch
        + Not sitting with friends at lunch
        + Writing in math journals
        + “group” punishment
        + switching classes
    - How do they feel about various instruction styles?
      * Like groups – unique – kinesthetic (hands-on)
      * Dislike – isolated – generic – “computer talking” instruction
  + Access to technology and other resources at home and at school
    - Creativity/testing lab
    - Mobile labs (currently 3 carts)
      * Roughly 60 laptops
    - IPads
    - All but two students have access to internet in their home
      * The two who do NOT have access at home do go to the library
  + Learner skill levels
    - Gifted to Resource
      * Tier 1: 25
      * Tier II: 3
      * Tier III: 1
* Task Analysis
  + Select quality videos to support instruction
    - Prepared to pause video and elaborate on specific items students need extra structural support
  + Use items/themes that interest students to get them excited about writing
  + Ensure that each student is in my class for MyAccess
  + Avoid giving busywork
    - Ensure that each lesson builds to the next and final product
* Context for Instruction
  + Classroom with:
    - GoPro Camera
      * Laptop with iMovie
    - Projector
    - Remote
    - Document Camera
    - Cords
      * Adapters
      * Power/charging
    - Apple TV
    - Speakers
    - Mobile Lab
      * Must have 29 laptops
      * Must be able to print
    - Internet Access
      * YouTube Access
    - Paper
    - Writing utensils
  + Delivery Method (similar to a 3 phase learning guide)
    - Direct Group instruction
      * This consists of the instructor explaining:
        + the processes
        + good vs. bad examples
        + videos
        + modeled instruction
    - Application
      * Small group/individual work with support and scaffolding from the instructor
      * Students using the previously modeled instruction in practice
    - Evaluation
      * Individual product from each students that will be evaluated and returned with feedback