**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