

Pre-Assessments **Renee Moore**

English III

Opening Day: Classroom Standards (including computer rules), Course Overview, My Teaching Philosophy (send these home along with copies of research permissions).

Explain and assign the District Mission Statement.

Day One - Speaking and Listening (Objs. 2a,b,c,d,e,7a,b,10a)

Part One: Students give a brief, impromptu introductory speech. Respond to questions from teacher. (They may also interview the teacher!) Question classmates on what they heard teacher/classmate say.

Part Two: Students recite the mission statement from memory.

Day Two - Reading Comprehension (Objs. 2a, 4a,b,5a,b,6a,b,c,d,e,7e,8a,b)

Part One (Individually)

1. Students choose a reading selection from packs prepared by teacher (all approximately same length). Selections are covered so that only title shows. All selections are motivational or inspirational passages.
2. Looking at title only, student should explain briefly (in writing or oral) what s/he expects the passage to convey without using keywords from the title in the prediction.
3. Have students read the opening paragraph of the selection. Each student write a 3 - 5 word description of the main idea of the selection. (Alternate would be to underline 3-5 keywords in the paragraph that give the main idea of the selection).
4. Have students prepare a list of questions about the selections that they would expect the text to answer. List as many as possible.
5. Read the rest of the selection.
6. Circle any unfamiliar words in the text.
7. In the margins, next to each paragraph, write a 3-5 word description of the main point of each paragraph (or underline 3-5 keywords in the paragraph that give that information).
8. After reading, determine how accurate the initial prediction was to the actual topic of the selection.
9. Choose one of the circled words and try to develop a working definition using context clues. (Explain in writing or orally).
10. Have students answer as many of the original questions as possible (make an "X" next to any questions that turned out to be inappropriate).

Part Two: (Small Groups)

Students grouped according to their reading selections. Write a summary of the article and at least a one paragraph critique. Must reach consensus and present the findings of the group orally and in writing using memo format.

Day Three - Writing (Objs. 1a,b,c,d,e,f,g,h,9a,b,c,d,e and FLE Writing Assessment)

Part One: Students write an impromptu business letter, using standard format, addressed to parent or guardian. Letters should include:

1. An explanation of the Mission Statement.
2. Student's plan for helping fulfill the mission.

Note: Students are not given any directions regarding rough drafts or revision; however, if they choose to do multiple drafts, these should be collected. Teacher will make observations of student writing processes during the exercise.

Part Two: Each student bring a sample of something s/he has written (poem, story, paper for a previous class). Attach a brief note explaining why this piece was chosen and what it shows about his/her ability as a writer.

Day Four - Grammar (Objs. 1f,2a,4a,b,5a,7d,f)

1. Given a paragraph from the reading selection on Day Two, student will analyze for structures requested on board. Mark them on the copy as shown by teacher.
2. Given a passage from their own writing samples, show how they would edit for standard usage. Use different color or use Highlight changes feature on MS Word. Each student must do and receive a peer response to turn in with the paragraph.

Days Five - Seven (FLE objectives)

FLE Pretests: Reading, Written Communication, Math

Note: During these days, I am also contacting parents/significant adults to arrange initial conferences and to get their support for coming year's activities.

Days Eight - Ten (Objs. 3a,b,c,d,10b,c,d)

1. Introduce students to basic computer requirements for class (word processing with MS Word, tracking and highlighting changes, Internet searches and bookmarks, memos and email to me and classmates).
2. Mini-research projects using I-Search a Word handout. Follow all steps up to the point of outline and thesis for a final paper or presentation.

Analysis of the pre-assessments and preparation of the Personal English Plans; individual conferences. Set up the English III portfolios and explain the Reading/Writing Workshops.