

TE 846: Final Case Study

Increasing Reading Comprehension and Writing Skills in Economics

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(Please note: all names of people and institutions mentioned have been changed to protect anonymity)

I. Brief Background and Reason for Project Focus:

Although summer is not typically a time for students to be in school, the Detention Facility continues their educational program year-round. Struggling literacy learners are unfortunately not uncommon in the facility as most of the students housed there have had difficulty in their own school systems, often have a special education label (Echevarria & Graves, 2003), and/or come from low-income home environments (Moats, 1999). Travis is one such student--indeed fitting all three criteria--that is currently incarcerated at the facility and has been a student of mine for the past three weeks. While the nature of the program is that students may leave (and arrive) without notice, there is no indication that Travis will be leaving our facility before the end of September.

According to his file, Travis is a 16 year old freshman who should have been going into the tenth grade this fall but failed several of his classes last year. One of those classes was economics, coincidentally one of the social science areas in which I plan to work with him. My reasoning for choosing Travis as my focus student is that he is a struggling reader with a self-professed desire to do better in school. Travis also strikes me as the perfect student for this case study since his reading skills are just passable that his inability to do well on assignments may come across as a lack of motivation, or rushing through tasks, instead of an acute difficulty in reading comprehension. In fact, he is likely part of the "silent majority" mentioned by Graham and Perin (2007) "who lack writing proficiency but do not receive additional help" (3). As is true for many students reading and writing at the basic level, it does not mean that they absolutely cannot read since ability is "determined by many factors" (McGill-Frazen, 2000, 24). Economics is a subject that is tricky for many students, let alone those that find text

troublesome; reading then becomes a serious obstacle to learning and can affect a student's self-efficacy toward the subject. Echevarria and Graves (2003) explain the way the stakes intensify as a student moves forward in school: "With each succeeding grade level, the ability to learn content material becomes increasingly dependent on interaction with and master of the language that is connected to the specific learning material...each academic content area has its own established proficiencies for each grade level" (11). Travis's ability to comprehend economics, as with other content areas, corresponds to his command of reading the language associated with that topic. I hope to be able to increase his vocabulary awareness and in turn, self-efficacy in economics.

II. Home and Family:

Not much is known about Travis's home and family demographics. The only high school graduate in his family is his older brother, who did not earn high grades in any of his classes; none of Travis's family has ever attended a post-secondary institution. Interestingly, Travis comes from a family that does not appear to link the traditional high school diploma to the possibility of financial success. According to Travis, his father has discouraged his sons from graduating from high school, stating that "more money can be made from public assistance if you don't get a diploma."

III. Emotional Climate:

(Standard III) Travis appears to have a fairly good sense of self-efficacy in mathematics, but not at all in reading or writing. Thus, I believe that economics is actually the perfect way to build his confidence by ultimately incorporating the necessary calculations with the text--

although those calculations are only instituted later, after a brief introduction to some very basic economic principles.

Covering economics potentially holds both positive and negative effects. The benefits of covering economics with Travis is that he has taken the subject before and has, at the very least, been exposed to it. I also feel that this is a chance to take the opportunity to show Travis that he is capable of understanding economics while building his literacy in the subject. His prior experiences in economics could also be the basis for negative consequences since he failed the class at his school. A priority of mine, then, is to make sure that Travis experiences success in the tasks he completes. As Linnenbrink and Pintrich (2002) point out, "when a failure or success occurs individuals will analyze the situation to determine the perceived causes for the failure or success...it is the individual's focus on why success or failure occurred that explains specific psychological outcomes such as future expectations, self-efficacy, and affect" (317). Thus, what Travis attributes to his successes or failures, regardless of accuracy, will alter future motivations for attempting the material. One of the main goals is to improve Travis's self-efficacy for not only economics, but in his reading and writing ability.

IV. Literacy History:

Travis's records, although incomplete in the Detention Facility's file (as is often the case for temporary inmates), indicate that his literacy difficulties were flagged by a teacher in third grade. At that time he was formally tested and labeled as having a learning disability. Accommodations (in a formal IEP) were made for Travis in his Language Arts curriculum in the form of altered assignment length and time requirements. The only other information included that pertains to Travis's literacy history is in regard to his middle school and high school

curriculum. At some point, Travis must have been pulled from the special education curriculum, because his records show that in eighth grade, he was tested again for LD. It is not until ninth grade, though, that it indicates him being placed into a special education program. Judging from the previous course credits listed, almost all of Travis's classes remained inclusive, except for English and Physical Science.

V. Summary of Test Results:

(Standard II) When any inmate within the Youth Detention Facility is brought into the general academic population, s/he is assessed by a computer software known as PLATO. This program tests students on their grade level in the content areas of math, science, social studies, English/language arts, and reading (which is figured separately from "language arts"). Once each test has been taken, results may be viewed by authorized teaching and administrative staff. As thorough as these pre-assessments seem, due to the nature of the facility, it is unreasonable to suggest that a student who has been placed merely hours before taking the pre-assessment is going to be functioning at his/her full ability. Thus, the following assessments were also meant to gauge student aptitude along with the initial tests: "teacher observations of literacy behaviors sheet" (artifact 1), "student response sheet as a writer" (artifact 2), "writer's profile" (artifact 3), and "student writing attitude survey" (artifact 4), and an economics "Real-Life Case Study" (artifact 5). Doing so allows for additional insight into a student's attitude about material, specific issues that may exist in reading and/or writing, as well as getting the student comfortable with working in a new environment (Standard IV).

The PLATO program is set up by subject matter, with each pre-assessment lasting roughly 30-45 minutes. It is timed, but does not log the student out if s/he is still working--the

time continues to run. PLATO figures time of completion for each question (whether a student is too fast or slow) into the overall score; it is not simply whether students get questions right or wrong. The tests vary in prompt format (i.e. reading an excerpt, looking at a diagram, factual recall, sorting, defining, etc.), but are always multiple choice. I have found that the PLATO testing results are fairly accurate representations of student general literacy and within content areas. Typically, I consider three of the five grade level assessments as part of the evaluation process when deciding what social studies curriculum will serve the student best during his/her enrollment at the facility. Travis's test results on the PLATO program were as follows: English/language arts: 7.1 (7th grade); reading: 6.3 (6th grade); and social studies: 7.8 (7th grade). Not surprisingly, Travis's math result was 11.3 (11th grade)--this appears to be his strong point. These scores indicate that Travis is functioning at a lower 7th grade level in English/language arts, a lower 6th grade reading level, and a high 7th grade level in social studies; in fact, due to possible testing errors, it is not unlikely that he may actually be at the 8th grade level in social studies (Standard II).

Along with the PLATO results, there are additional ways that I chose to assess Travis's literacy abilities. Built within facility curriculum (and mandatory) is a 45 minute "reading time," which is an interesting way to observe student literacy behavior. Some students are anxious to read their books, and do so intently. Some sit and stare at the same page for the entire period, while others read slowly, turning pages rarely, and exchange books from the "library" shelves nearly every day. I utilized the teacher observations of literacy behaviors sheet during several "reading times" with Travis and filled it out accordingly (please see artifact 1). Travis did appear to be reading, but at a much slower pace than other students. His reading was deliberate and

he remained focused most of the time. For a student not used to long periods of sustained reading, 45 minutes is a long time. While reading the first book, a nonfiction text about Martin Luther King, Jr., Travis raised his hand once to ask how to say a couple of the words he could not read. These words were "enunciate" and "pseudoscience," two words that are not surprising for a 16 year old student to not know. But this does not necessarily mean that he understood all other words encountered. Through each of three "reading time" sessions I observed him, Travis read as instructed, but appeared content to be able to put the book away to move on to other activities. He only switched books once, in favor of a smaller western fiction novel. This book, intended for young adults, is considered to be an easier text than the informational piece. When asked why he wanted to exchange books, Travis shrugged and said "it's boring." By itself, it is difficult to determine the exact motivations for changing books, but many students do not choose to read informational texts. Instead, they tend to gravitate toward fictional books--especially those that are shorter.

The next assessment I used with Travis was the student response sheet as a writer (artifact 2). This was incorporated so that I could not only observe Travis's writing habits (i.e. time on task, spelling, response detail, etc.), but also to consider writing as a separate aspect of literacy from reading. In this assignment, the student responds, in writing, to 9 different self-reflective questions. Travis completed the assignment quickly, especially as compared to the amount of time devoted to reading. His responses are concise and without supporting detail such as, "I don't," "stuff," "spell," "graduate," and so forth. I went through each of the pieces with Travis verbally, to be sure that his written responses matched his oral communication (Standard VI). The two were quite similar. It was only when I asked several follow up questions

that I got any more information from him, though his verbal answers were relatively short as well. Travis made it clear, both in written and oral form, that he does not prefer any writing in his assignments, especially that which pertains to work. A common answer for him in regard to writing is that "it takes too much time."

The writer's profile (artifact 3) and student writing attitude survey (artifact 4) were distributed together. These were included due to the fact that, except for the last question on artifact 4, they do not require any writing; the student can simply check a box or circle the answer that best describes him. These pre-assessments were added after I evaluated his responses to artifact 2, where short answers were given (Standard VI). These two assessments afforded me the opportunity to have him fill them out, get a better idea of his feelings about writing, and then ask him about some of the questions after he has had the time to consider them. According to the writer's profile (artifact 3), some of the most key answers given were question 1) he "never" makes lists of ideas before he writes; 2) he "always" likes to talk about ideas with a friend before he writes; and 7) it "sometimes" helps him to have someone read his writing before any changes are made. Travis's answer to question 7 actually conflicted with question 10. When asked about this, he mentioned that he does not like being asked to share his work by getting up in front of other students. Based on these responses, it is clear that Travis prefers to include peers in his writing process, but does not enjoy writing for any reason. The student writing attitude survey (artifact 4) substantiated this when each question that referred to positive feelings of writing, Travis circled "not at all." When prompted "writing is boring" Travis circled "a whole lot." Given that Travis clearly does not enjoy writing, it is not surprising that his answer for question 12 ("I think I'm a good writer") was "not at all." I asked

Travis why he believes he is not a good writer. Travis laughed and said, "because I failed freshman English. Besides, I don't like it." Since my academic records for Travis are incomplete, it is impossible to tell whether Travis's failing grade in English 9 was due to low marks on assignments, missing homework, or a combination of both. This information would be helpful, as it would indicate the actual reason he did not pass the class. Question 15 asks: "What kinds of things do you write?" Travis's response was simply, "letters to my parents," a common answer among students within the facility. I am left to wonder, based on his responses to the pre-assessments if lessons that consistently utilize peer collaboration would benefit him, particularly since "peer-mediated instruction provides an opportunity for teachers to enhance engagement and learning in all students" (Vaughn, et al., 2001, 67).

(Standard II) The 5th, and final, pre-assessment given to Travis was the Real-Life Case Study from the economics textbook (O'Sullivan & Sheffrin, 2003, 97). This case study ("What Makes a Person an Entrepreneur?") involves a short, 5-paragraph reading assignment in which Travis must answer two questions. These questions do not call for him to simply locate information, they require inferences to be made from the text. Also, the term "entrepreneur" is being taught without an explicit definition. In order to judge whether he can make inferences from text while formulating a clear response (and not his prior knowledge on the term), Travis and I discussed the word "entrepreneur" before he began reading (Standard VI). At first, he did not appear to know what it meant, but said it sounded familiar. Upon discussion, he actually did know what it meant, but had not been able to make a connection between the two (word and definition). Reading Travis's responses to both questions, it is clear that he did not make any inferences from the text as to "what entrepreneurial traits" Darrow used to successfully create

the popular board game, Monopoly. Although this answer should have encompassed something along the lines that Darrow made a board game playing on people's financial fantasies, that he was dedicated despite people telling him he was wasting his time, and/or that he did not give up even after Parker Brothers found 52 flaws in the original prototype. Instead, Travis copied verbatim Darrow's successes at becoming a millionaire. For the second question, Travis only answered the first half of the question (the benefits of being an entrepreneur) and not the second (drawbacks). Again, he wrote the text verbatim and Travis's response was simply to write how the text describes an entrepreneur in general.

(Standard 1) It is clear from a combination of the pre-assessments that Travis's self-efficacy for reading and writing is relatively low (see artifact 4, questions 6 and 12). Although he reads with focus, he does so slowly (see artifact 1, "other observations" section). He also appears to have difficulty pulling inferences from text as seen in artifact 5, question 1. Unless answers within the text are explicit, he does not appear to grasp the meanings. Instead, Travis relies on the verbatim regurgitation of text. His answers for both questions in this assignment were simply copied from the Real-Life Case Study document. His answers are short and without supporting details. Even when questioned verbally, Travis's replies are often similar to his written response in their conciseness. It is interesting to note, also, the time differences between reading and writing assignments. Reading takes markedly longer than his writing. This includes assignment instructions, as he spends more time on this portion of tasks than peers with proficient abilities. With increased success in reading and writing related tasks, and improved literacy fluency, the likelihood of Travis's self-efficacy increasing is probable (Shankweiler, et al., 1996).

Travis does exude strengths in his reading and writing. For instance, his spelling appears to be relatively sound--something he notes himself in artifact 2, question 7. He also understands the value of peer collaboration, and mentions that he "always" likes to talk about his ideas with a friend (artifact 3, question 2). Peer mediation is a "promising approach" to Travis's literacy learning, since students can work together to support the learning atmosphere (Fuchs & Fuchs, 2005, 34). Although he does demonstrate some struggles with his literacy, it is likely that he has fallen behind at some point in his education and would benefit from the opportunity to hone the skills he may have missed.

VI. Lesson Plan Matrix: (Standard VI)

Economics: Scarcity & the Factors of Production

| Lesson Foci/Date | Objectives | Instructional materials | On-going assessment |
|--|--|--|--|
| <p>"Needs/Wants & Scarcity"</p> <p>July 19, 2011</p> | <p>*Student will know the meanings of words encountered frequently in economics text through both written and oral means. This will be done by filling out a table to help recognize and organize terms that are critical for comprehension and providing personal connections to terms. Student will also be paired with peer to share table and personal examples. [R.WS.08.04]</p> <p>*Student will conceptualize the relationship among the terms "needs" and "wants" by creating a Venn diagram. This will include personal</p> | <p>*Textbook: "Economics: Principles in Action" by Arthur O'Sullivan & Steven M. Sheffrin (2003), pgs. 3-6</p> <p>*Table for organizing and defining key terms with spaces for personal examples</p> <p>*1 general Venn diagram example</p> <p>*1 blank Venn diagram</p> | <p>*Informal observation of student both while working alone and with peer to assess whether directions, goals, strategy, and topics are understood and followed through.</p> <p>* Results of student work on graphic organizer with definitions and examples, how well student works with peer (were any answers changed by either student as a result?)</p> <p>*The student's use of the examples provided; does the</p> |

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| | | | |
|--|---|---|--|
| | <p>examples of needs/wants and will be shared with a peer. [R.CM.08.02]</p> | | <p>student refer back to models for direction, ask questions, or both? Do they appear to help?</p> |
| <p>"Factors of Production" July 20, 2011</p> | <p>*Student will acquire and apply strategies to construct meaning to unknown words by filling out an organizer that requires the student to consider key terms, provide definitions in own words, and provide specific real-world examples from the facility environment. [R.WS.08.05]</p> <p>*Student will connect personal knowledge and experiences through written and oral responses by filling out an organizer that requires the student to identify key terms and real-world examples from personal life. This information will be shared with peer. [R.CM.08.01]</p> <p>*Student will analyze organizational patterns of cause and effect by first making a flow chart, or graphic, that indicates the economic flow of factors: land, labor, capital, entrepreneur, goods, and services. [R.IT.08.02]</p> <p>*Student will apply the pre-writing and retelling strategy with use of the graphic organizer by turning it into paragraph form. [W.PR.08.02/R.CM.08.02]</p> | <p>*Textbook: "Economics: Principles in Action" by Arthur O'Sullivan & Steven M. Sheffrin (2003), pgs. 3-7</p> <p>*1 graphic organizer/organization aid</p> <p>*1 economics related example of a flow chart and explanation paragraph for student reference (with use of previously discussed terms/concepts such as businesses, households, money, etc.)</p> <p>*1 economics flow chart assignment/directions sheet; will include list of helpful steps for student to complete assignment</p> | <p>*Informal observation of student both while working alone and with peer to assess whether directions, goals, strategy, and topics are understood and followed through.</p> <p>*Results of student work on key-terms table, personal examples, flow chart, and explanation paragraph (Did the student attempt each task? Did he locate the correct terms and definitions? Were the personal examples appropriate for the corresponding key terms? Does the flow chart represent what was included in text? Was the student's explanation paragraph an adequate representation of both text and flow chart? etc.).</p> <p>*Student's use of examples, if at all, will be assessed. Has there been a change since the previous lesson? Did the student use any of the models provided? Either way, was the task completed correctly? Did the student appear to use them more/less than before?</p> |

VII. Reflections on Your Differentiated Literacy Lesson Plans:

(Standard I) Reading, which has been defined as "a system of deriving meaning from print that requires the ability to decode unfamiliar words, the ability to read fluently, [having] sufficient background information and vocabulary to foster reading comprehension, the development of appropriate strategies to construct meaning from print, and the development and maintenance of a motivation to read" (Waldron, PowerPoint, module 1), is a complicated but fundamental skill in which one's education critically lies (August, 2006). In fact, research indicates that any child not fluent in reading early "will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life" (Moats, 1999, 5). Although reading fluency is has been identified as an "essential link between word analysis and comprehension of text" and is considered critical for academic learning (Chard, et al., 2002, 402), writing also requires the integration of multiple skills (Espin, et al., 2004). Composing text "entails deployment and coordination of multiple cognitive, linguistic, and physical operations to accomplish goals associated with genre-specific conventions, audience needs, and communicative purposes" (Troia & Graham, 2003, 75). Despite the fact that reading and writing are both important components of literacy, "they each require their own dedicated instruction [since] what improves reading does not always improve writing" (Graham & Perin, 2007, 8). Yet, both of these literacy skills are observable struggles for Travis (see artifacts 1, 4, and 5), and seem to have impacted his self-efficacy for school related work as a result (artifact 2, question 9; artifact 4, question 12).

(Standard I) What causes literacy issues in students? Universal answers to this question are counterproductive, as they do not take individual circumstances into account (Newell, et al., 2007), so the use of specific pre- and post-assessments are crucial in order to gain insight into any particularized issues that exist (Waldron, PowerPoint, module 8). Since child development is impossibly complex (disposition, environment, genetic factors, peer group impact, socio-emotional demographics, etc.), there is no real way to pinpoint exact causes for an individual's difficulties in academia (Shonkoff & Phillips, 2000). But these assessments can help teachers gauge literacy troubles as they relate to inadequacies founded in early educational factors, such as a lack of metacognition, low text comprehension, and deficient strategy usage (Cromley, 2005).

It is through the employment of such pre-assessments that I gained insight into Travis's reading and writing difficulties, and his low levels of self-efficacy for school work. As discovered, Travis does not have adequate tactics to decode unfamiliar words, lacks sufficient background knowledge in the content area, has not developed strategies to extract meaning from text, or gained a motivation to read and write--all necessary aspects of reading fluently. Observably, Travis is a markedly slow reader (artifact 1), and thus it is highly probable that he takes significantly more time to process any information being read. As Cromley (2005) mentions, "low levels of metacognition monitoring can be caused by slow decoding skills, low background knowledge and/or vocabulary, low knowledge of comprehension strategies, having the strategies but not knowing how or when to use them, or a combination of these" (199). Travis writes much faster as compared to his reading, but his answers are short, lack detail (artifact 2), and often consist of verbatim responses when utilizing informational text (artifact 5). Each of

these are signs of a struggling literacy learner, especially since "general knowledge is likely to expedite reading comprehension when it entails a rich accumulation of ideas, experiences, and terms, allowing the reader to more easily understand material that is varied and extensive" (Kozminsky & Kozminsky, 2001, 188), and as compared with his more accomplished peers, Travis's responses (like other struggling writers) are "shorter, incomplete, poorly organized, and weaker in overall quality" (Troia & Graham, 2003, 77).

Each of the two lessons (artifacts 13 and 14), meant to build on one another while reinforcing previously learned strategies, were crafted for Travis in an attempt to arm him with the strategies necessary to decode common economics vocabulary, draw information from text, while increasing his ability to write more detailed, complete responses to prompts (Standard V). Since each of these is central to reading fluency and stronger writing habits, and areas he has shown deficiencies in, I felt it was a valuable focus for lesson objectives. While social studies textbooks are typically overly detailed due to content coverage (Mastropieri, et al., 2003), I believe that Travis will be better served by a more focused study across both lessons to refine specific skill sets.

In both lessons, one of my main strategies for increasing Travis's comprehension of activities was extensive modeling of assignments and expectations. For example, in lesson 1, I drew a model of the vocabulary table on the board and filled in the appropriate sections as a class. Students were able to fill in these first sections just as I did to serve as a reference for the remainder of the task. Also serving as a model, and for self-evaluative purposes, students were paired with one another to make sure answers were correct. Travis worked well with his

partner at this point, but did not make any changes to his vocabulary sheet. While modeling appeared to help him fill out the table with the appropriate information, it did not seem to keep him writing complete sentences for the entire third column ("personal example"). Notice that he wrote a complete sentence, as instructed and modeled, for the first four terms, but stopped doing so afterward (artifact 6). Only one more term ("labor") was written in a complete sentence. Because I did not adequately pre-assess whether Travis has a specific knowledge deficiency in complete sentence writing, I cannot tell if this is due to being in a hurry, a lack of knowledge of sentence structure, and/or a combination of both. This is something I would move to assess as his literacy educator for future lessons, since this could impact his ability to master the standards of the lessons (Waldron, PowerPoint, module 1). This is something I would change in my pre-assessments of student literacy to help me gauge student knowledge of sentence structure as a basis for future lesson adaptations.

Within the lesson, I also modeled the use of the Venn diagram (artifact 7) and provided a blank form (artifact 8), in which I helped Travis label the circles with the proper economic term. Again, I have found that the modeling likely helped Travis to complete the assignment correctly, but his answers were not necessarily more lengthy than in his pre-assessment stage. When prompted as to whether he could come up with any more examples of needs, or whether any of his needs might also be wants, he indicated that his diagram's information was exhaustive. I believe there is fault within my own modeling of this assignment. Instead of modeling the standard of a complete Venn diagram to Travis, whom I was attempting to extract more information from, I only provided a very short, inadequate model. That is why he answered the questions correctly, with appropriate economic examples, but did not add any

more information. Considering this, if given the opportunity, I would provide a more complete, detailed model of a Venn diagram with specific economic examples while explicitly explaining the expectation of a full diagram. I believe I would have been more likely to get detail from Travis, or would have been better able to assess the impact of this exercise on his literacy progress. I did not dedicate enough time to the strategy, as I had "assumed it could be mastered through incidental teaching and learning" (Troia & Graham, 2003, 76).

At minimum, the modeling I provided in lesson 1 served as a way for Travis to determine what types of information was expected to be included in the assignments. It is clear that this was helpful in that both his Venn diagram and vocabulary table were properly completed with personal examples that matched task objectives. Although the last example in the vocabulary table (artifact 6) was left blank, I noticed that his partner did not fill it in either. The economic term "capital" is often troublesome for introductory learners of economic thought. This is especially the case since there are two different types of capital introduced in the chapter section ("physical capital" and "human capital"). Knowing this, I did provide an oral example of this after the activity was completed, but he did not appear to have filled it in. This leads me to consider the possibility that oral instructions without the use of written text for reference may be an additional difficulty for Travis. Due to his likely fragmented knowledge base about economics to begin with, he may "require extensive and sustained support in developing a deep understanding of a task domain" (Troia, 2002, 256), so the employment of multiple strategies should have been used. Thus, I believe that Travis would have been better served if I had written the "capital" example on the board coupled with the oral explanation instead of

simply stating it aloud. This would have been a better, and extensive, form of modeling behavior had I actually filled in table on the board.

One of the main observations I made during this first lesson was that once my initial instructional time for the assignment was finished, Travis no longer referred to any models while completing the assignments. This could be due to an already clear understanding of what was expected, negating the need for the models, or that he did not consider using them during the activity. Either way, the assignment did seem to differ from his pre-assessment Case Study in that he only referred to the textbook to fill in the "definition" portions of the vocabulary table. Although he did not read the chapter section as instructed, and simply searched for the terms within the text, he also came up with his own personal examples. Specific examples of each term are provided within the textbook, but Travis did not utilize these as some lower-functioning students did on their own assignments. This is an improvement from his original pre-assessment where he relied exclusively on his textbook for verbatim responses to prompts. It is worth considering what differences may have resulted from an oral reading of this text as a class while completing the table. Would Travis have worked along with the class reading to fill out the table, or worked ahead by searching for the terms? Would this have impacted any of his answers and/or use of personal examples in favor of textbook responses?

(Standard V) Similar to the first lesson, the second lesson incorporated modeling as a strategy I intended to use. But, instead of only utilizing teacher-student modeling as a means for getting Travis to consider multiple responses to economic activities, I decided to allow for more peer collaboration. This is especially since he noted in a pre-assessment that he preferred

to work with peers before writing about a topic (artifact 3, question 2). Initially, I had intended for the "School, Home, and the Factors of Production" sheet (artifact 9) to be completed alone, but based on the need for more extensive modeling seen in lesson 1, I decided to allow students to complete the form with a partner in order to foster more detailed responses among all students (artifact 14, procedures 1 and 2). It was observed that this indeed had a positive impact on Travis's strategies. Notice the increase in responses given, especially as compared to the Venn diagram (artifact 8). While working with this partner, Travis seemed to be more engaged in the learning process as he kept writing and discussing the topic for a longer length of time than previously witnessed (Standard IV). Both students appeared to benefit from this particular strategy, since his peer, though the same age, is an even lower functioning literacy student (with a reading and writing grade level PLATO score of approximately the 4th or 5th grade). Travis's answers were more thoughtful and complete as he created an adequate list for nearly every term. The only economic principles that remain an issue are those related to "capital," a pattern that indicates this is a serious knowledge gap. It is also important to note that while all other responses on the sheet (questions 1-4) are personally created and original, the answers provided within question 5 are not; they are the specific examples given within the informational text. The response of "teacher" for question 6 was only added after guided instruction. Neither student (Travis or his peer) could come up with another example related to either the facility or his home environment. This activity was successful in building Travis's knowledge base about the economic factors of production since he applied the terms learned within the vocabulary table (artifact 6) to complete the assignment. It also allowed him the opportunity of peer collaboration to more adequately answer the prompts (Standard IV).

However, it is clear from both assignments that additional attention must be paid to the term "capital" in order for a more clear understanding to be applied.

(Standard III) In order to help Travis visually represent the relationship among these newly learned terms, the next assignment within lesson 2 requires him to conceptualize, create, and summarize a flow chart (artifact 11). This time, I included a more extensive model as to what the resulting product should look like (artifact 10), which illustrates a completely illustrated economic flow chart with a summary paragraph, explaining the relationship among variables. This was provided to the student as a handout, as well as put on an overhead. I went through each aspect of the assignment, and discussed how the summary paragraph explains the associations between terms. Unlike the first activity, this was to be completed individually with the use of models (i.e. the textbook, handouts, and class examples). This was meant as a way to assess Travis's individual learning from the activities as well as his originality in flow chart design. Evaluating the results, and use of terms with personal examples, it is clear that Travis was deliberate in creating the flow chart. Based on words erased and rewritten, it appears that Travis originally had "land, labor, and capital" as the order with the graphics, but switched "labor and capital" to match the appropriate drawing. This indicates correct thinking with the term as defined within economics. Capital--which is "any human made resource used to create other goods and services" (O'Sullivan & Sheffrin, 2003, 4)--could be considered a hammer, while money is not (as per the factors of economic production). Travis made these changes on his own, which indicates a clearer understanding of the term as compared to previous assignments.

In regard to the term as a basis for economic knowledge, there is an apparent progression in his use of the word throughout the activities--leading to the conclusion that his ability to decode common economic terms has increased with reiterating instruction and modeling with content-area text (Mastropieri, et al., 2003). For instance, in artifact 6, the capital example was left blank, even after the answer was given in class. Artifact 9 shows that Travis has attempted to respond, but is using the textbook's answer verbatim in order to complete the assignment, not independent thought. Then, in artifact 12, Travis appropriately applies a personal example to the term, which demonstrates comprehension of this economic factor in relation to others. This is especially since he made the changes necessary to correct a misperception initially made (by switching "capital" and "labor" on the flow chart). As Shankweiler et al. (1996) states, most secondary students "lack strategies for text comprehension" which "explains [their] shortcomings in both reading and writing" (268-269). The gradual increase in success with these activities showcases Travis's use of learned strategies that will aid him in future assignments.

Unfortunately, the summary "paragraph" on Travis's flow chart is only a sentence, but is complete and demonstrates the relationship among the economic factors of production, entrepreneurs, and any resulting goods and services. His sentence, well-stated and original, is an improvement from his initial work, but shows more practice is needed for him to write in paragraph form. This will likely be accomplished once a "predictable writing routing in which planning, revising, and editing are expected and reinforced" (Troia & Graham, 2003, 80) in subsequent lessons (Standard VI). Though improvements within Travis's work are small, they are observable and prove that with productive peer collaboration (particularly before the

completion of a task), proper modeling, practice, and routine, these are skills that Travis can learn and apply to increase his literacy ability.

VIII. Recommendations to Teachers and Parents/Caregivers:

(Standard I)

Teacher Recommendation

Dear Madam or Sir:

I have been Travis's social studies teacher at the Detention Facility for the past five weeks, affording me the distinct opportunity to assess his literacy skills, particularly within content-specific textual situations. Methods of evaluation employed both formal and informal means, and have been used as the basis for curricular instruction within economics.

Using an extensive computer software program (PLATO), coupled with various pre-assessment activities, it is my conclusion that Travis is functioning at the following levels: English/language arts: 7th grade, reading: 6th grade; and social studies: 8th grade. While working closely with Travis on a one-on-one basis, marked improvements have been made in regard to his content-area and general literacy, helping to pinpoint strategies that appear to be the most helpful in fostering future and continued success in reading and writing at the secondary level. The following are the strategies that have proven to be the most advantageous at meeting lesson objectives:

1. Travis benefits from clear, consistent, and complete modeling of product results. For example, if a model is provided that is only partially complete, Travis's responses will be similarly fragmented and/or short. Handouts given as models, and kept at his work station, are especially useful, as Travis tends to refer to them more during more complex assignments. Models with detail, and made readily available, promote more thorough task completion.
2. One of the most beneficial strategies employed within Travis's accommodated curriculum was the use of peer collaboration, especially *before* or *during* the writing process. This has shown to increase his thinking about a topic and/or theme, making detailed responses more likely. Allowing for peer review after an activity, while surely worthwhile, does not seem to have a lasting impact on the immediate results of the assignment, as often his answers remain unaltered (even when found to be incorrect or incomplete).

3. Another important approach that has proven beneficial is a more focused activity and/or objective set when studying secondary content-area text/themes. All too often, content is presented in favor of quantity versus quality, which inherently affects student understanding (especially among those with learning disabilities). An advantageous tactic has been to narrow the scope of each activity, attempting to refine one or two skills specifically. This has allowed Travis to focus his learning more deliberately and produced more marked results than lessons with a broader scope.

It has been my experience with Travis that these are the strategies that produce the most consistent and positive results in an effort to increase his literacy abilities. Certainly, as his reading and writing skills improve, additional modifications will likely be necessary. If you have any questions, or would like to discuss his progress further, please do not hesitate to contact me.

Sincerely,

Onnalee Gibson

(Standard VI)

Parent/Guardian Recommendation*

To the Parents/Guardians of Travis:

I have been Travis's social studies teacher at the Detention Facility for the past five weeks, giving me the chance to work with him as he progresses in reading and writing, particularly in regard to economics. During this time, he has shown definite improvement in all areas and will continue to do so with all appropriate academic accommodations, both within the classroom and on any homework assignments.

In order to maintain this progress as he returns to his high school, and throughout the coming year, it is my recommendation that another formal Individualized Education Plan (IEP) be set up between Travis, his parents/guardians, special education staff, and general education staff to discuss all strategies that would best serve him as he develops academically and advances through each subsequent grade. With the input of all those mentioned, a strong, supportive curriculum can be established that includes the home--an important factor in any child's scholastic success.

Due to consistently observed progress with the use of peer collaboration, I believe it is particularly important that Travis remain in an inclusive environment whenever feasible, given consistent use of all accommodations established. While additional help may be required for his English/language arts instruction, Travis's motivations to do well in school and significant improvement are indicators that an inclusive environment is beneficial to his academic growth.

24

If you have any questions, or would like to discuss this further, please do not hesitate to contact me using the information provided.

Sincerely,

Onnalee Gibson

*Although this letter is for project purposes only, it should be noted that as an educator, I am concerned as to how such a letter recommending tactics for literacy improvement would be received by Travis's parents/caregivers, based on the information mentioned in section II. Given his specific educational needs and family environment, I believe that a meeting and/or phone call would be a more effectual way to attempt involving parental support for his academic endeavors.

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O'Sullivan, A., Sheffrin, S.M. (2003). *Economics: Principles in Action*. Prentice Hall, 3-6.

Shankweiler, D., Lundquist, E., Dreyer, L.G., & Dickinson, C.G. (1996). Reading and spelling difficulties in high school students: Causes and consequences. *Reading and writing*, 9, 267-294.

Shonkoff, J.P., Phillips, D.A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. The National Academic Press, 39-57.

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Troia, G. A., & Graham, S. (2003). Effective writing instruction across the grades: What every educational consultant should know. *Journal of Educational and Psychological Consultation*, 14, 75-89.

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ARTIFACT #1

#1

Observe the child during story time or center/choice time, and then assess him/her on the behaviors listed. Additional observations should take place during other classroom literacy activities.

| Teacher's Observations of Student's Literacy Behaviors—Reading | not observed | rarely observed | sometimes | usually observed |
|---|--------------|-----------------|-----------|------------------|
| Listens to a short text in an attentive manner. | 0 | 1 | 2 | 3 |
| Indicates understanding of a story read to her/him through facial expressions, body language, verbal and auditory responses, etc. | 0 | 1 | 2 | 3 |
| Chooses to read texts when given choice time. | 0 | 1 | 2 | 3 |
| Requests that stories be read to him/her. | 0 | 1 | 2 | 3 |
| Shows evidence of thinking about her/his own reading (When I read this part, I thought..., but when I read the next passage I knew that...) Child is able to <i>Think aloud</i> . | 0 | 1 | 2 | 3 |
| Chooses to read silently in order to construct meaning of informational texts. | 0 | 1 | 2 | 3 |
| Chooses to read silently in order to construct meaning of narrative texts. | 0 | 1 | 2 | 3 |
| Actively participates in conversation using justification statements with teacher or peers about what s/he has read. | 0 | 1 | 2 | 3 |
| Spontaneously shares interesting parts of texts with friends. | 0 | 1 | 2 | 3 |
| Often chooses to read silently during free time. | 0 | 1 | 2 | 3 |

Other observations: Student reads silently, but slowly as compared to others of established ability. Appears to be reading for comprehension since student has asked that words/phrases be read to him for understanding (informational). Student switched books from informational text to a shorter western narrative on day 2. Originally marked #3 for last question, but altered due to his increased desire to play computer games (solitaire) when finished with assignments instead of reading.

#2

Student Response Sheet

Student's Name "Travis" Date 7/2011 Grade X

| Thinking About Yourself as a Writer | |
|--|---------------------------------|
| Prompt | Student Response |
| 1. What kinds of writing have you done? | School work |
| 2. What kinds of writing do you like to do most? | I don't |
| 3. What kinds of writing do you least like to do? | taking notes |
| 4. What do you think about as you choose what you will write? | what I'm writing about |
| 5. After you have written something, what do you talk about with others? | stuff |
| 6. What things do you think carefully about as a writer? | Content |
| 7. What things do you believe you do well as a writer? | spell |
| 8. What are your future goals as a writer? | graduate |
| 9. Looking back over your answers in questions number 2 and 3, what do you notice? | I don't like writing to be word |

ARTIFACT #3

#3

WRITER'S PROFILE FOR

Name _____ Date 7/2011

This writer's profile will help you discover what kind of writer you are. After you complete it, keep it in your writing book. Remember that you will look at it from time to time. Remember everyone writes differently. You must write the way that works best for you and set goals that will improve the writer in you.

Put a check in the box that best describes you and your writing style.

| | Sometimes | Always | Never |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. I like to make a list of ideas before I write. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. I like to talk about my ideas with a friend before I write. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Drawing a picture helps me get ideas for writing. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I like to write about things I have learned. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. I like to write about things that have happened to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. I write out my piece quickly from start to finish, then make changes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. It helps to have someone read what I wrote before I make changes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. My final version might be very different from my first version. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I like others to see or hear what I wrote. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10. I like to know what others think about my writing. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GO.36.5.a

#2

STUDENT WRITING ATTITUDE SURVEY

Name [REDACTED] Age 16 Date 7/2011 Teacher Gibson

A. I like to draw (circle one)

not at all a little some a lot a whole lot

1. I like writing stories.

not at all a little some a lot a whole lot

2. Writing is boring.

not at all a little some a lot a whole lot

3. I like to write in my spare time.

not at all a little some a lot a whole lot

4. I enjoy writing notes and letters to people.

not at all a little some a lot a whole lot

5. I like writing at school.

not at all a little some a lot a whole lot

6. I have trouble thinking about what to write.

not at all a little some a lot a whole lot

7. It's fun to write things at home.

not at all a little some a lot a whole lot

8. I like to share my writing with others.

not at all a little some a lot a whole lot

9. Writing is fun.

not at all a little some a lot a whole lot

10. I wish I had more time to write at school.

not at all a little some a lot a whole lot

GO.36.1.a

11. I like to read.

not at all a little some a lot a whole lot

12. I think I'm a good writer.

not at all a little some a lot a whole lot

13. I like to write.

not at all a little some a lot a whole lot

14. How often do you write at home?

not at all a little some a lot a whole lot

15. What kinds of things do you write? (types, topics or titles)

letters to my parents

GO.36.1.b

#5

Real-life Case Study

Entrepreneurs

What Makes a Person an Entrepreneur?

Entrepreneurs come in all shapes and sizes. Some have become very wealthy and well known, such as Andrew Carnegie who built a successful steel company in the 1800s, and Mary Kay Ash who founded Mary Kay Cosmetics. Most entrepreneurs, however, are involved in much smaller ventures, but all entrepreneurs have many things in common.

Traits Entrepreneurs have the ability to see a business opportunity where others do not. In other words, they recognize an existing or potential demand for which there is no supply. Most of all, entrepreneurs possess a willingness to take risks and an ability to learn from the mistakes that they make.

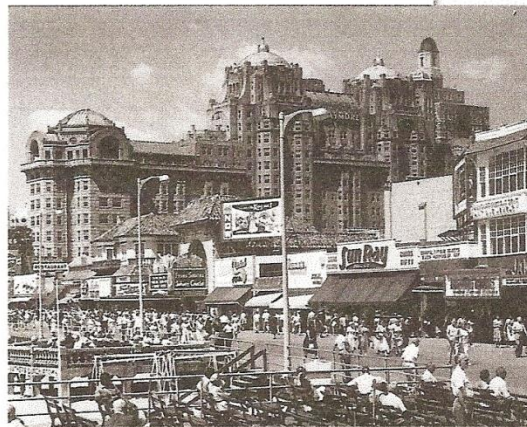
Vision A classic story of entrepreneurial success is that of Charles Darrow. In 1933, Darrow found himself out of work. To support his family, he took whatever odd jobs he could find, but he had a brilliant business idea. He wanted to create a compelling board game in which people could live the fantasy of acquiring land, houses, and hotels which they could rent or sell to fellow players. Recalling a vacation he had once taken in Atlantic City, New Jersey, Darrow named the real estate featured in his game after places in that city. He called the game Monopoly®.

Perseverance Although many people told him he was wasting his time, Darrow spent months developing Monopoly. He then took his game to Parker Brothers, a leading board game company, which rejected the game because it found 52 flaws in it. Undaunted, Darrow corrected every one of the flaws. Then, with help from a friend who was a printer, he produced several Monopoly sets, which he tried to sell to local stores.

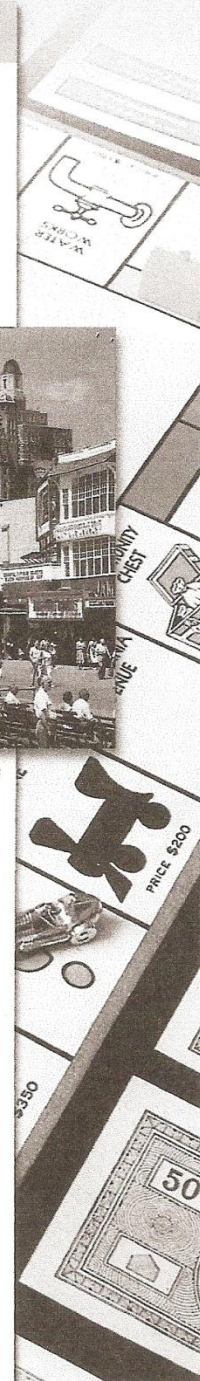
Finally, after weeks of pounding the pavement, a Philadelphia department store agreed to buy 5,000 of the Monopoly sets. The store sold all of the games so quickly that Parker Brothers reconsidered and agreed to produce the game. Within a year, more than 800,000 sets were sold, and soon Charles Darrow became a millionaire. Since that time, some 100 million sets of Monopoly have been sold worldwide.

Applying Economic Ideas

1. What entrepreneurial traits did Darrow use to make Monopoly a success?
2. For Darrow, what were the benefits and drawbacks of being an entrepreneur?



▲ A vacation spent strolling the Boardwalk in Atlantic City gave Charles Darrow the idea for a game.



Case Study

1. Within a year, more than 800,000 sets were sold, and soon Charles Darrow became a millionaire. Since that time, some 100 million sets of Monopoly have been sold.
2. Entrepreneurs have the ability to see business opportunities where others do not.

#6

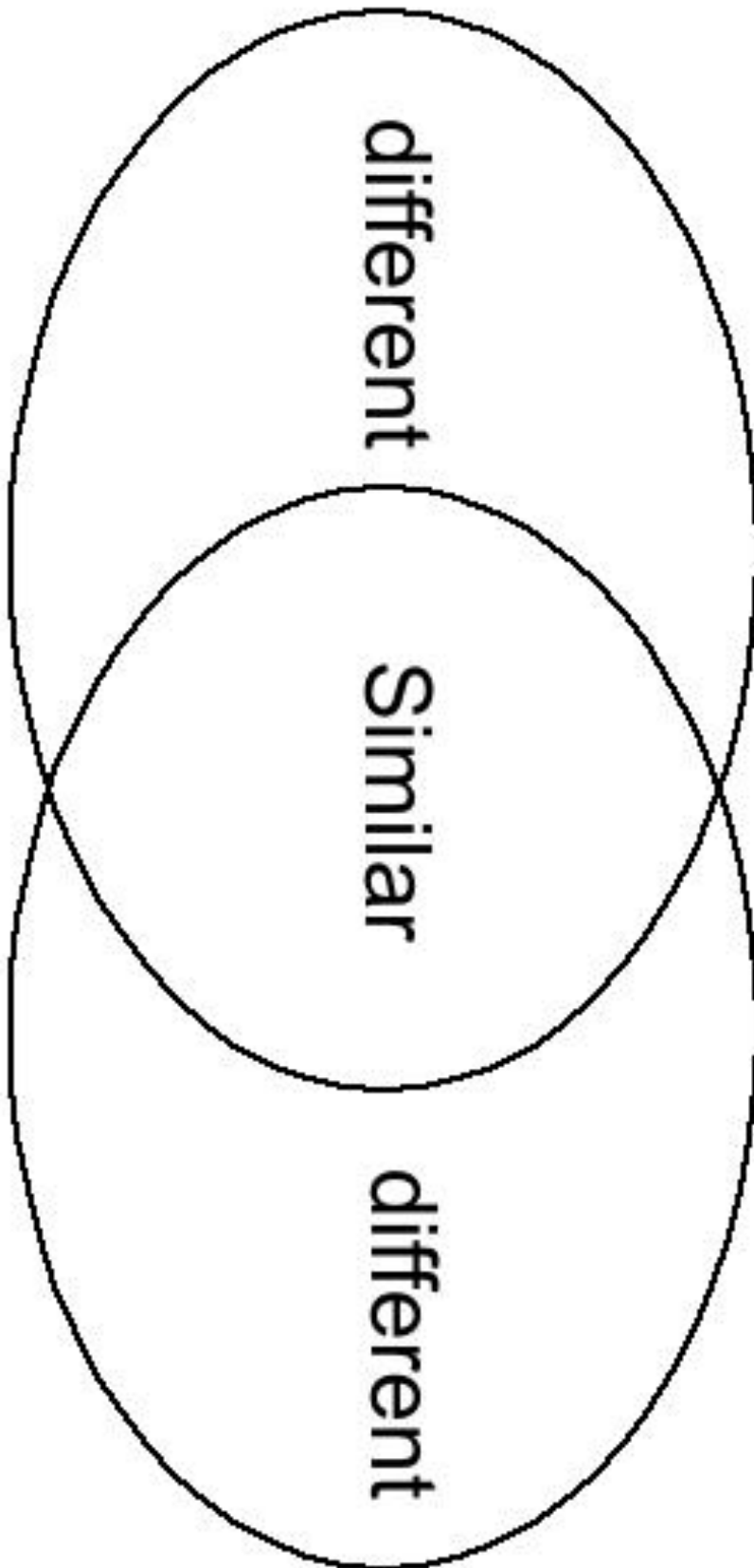


Economics Vocabulary Table

While reading pages 3-6 in your textbook, fill out the following table by locating the key vocabulary words, defining them, and then providing at least one personal example for each term.

| <u>TERM</u> | <u>DEFINITION</u> | <u>PERSONAL EXAMPLE</u> |
|-------------|---|---------------------------|
| need | A need is something like air, food, or shelter that is necessary for survival | I need food to live |
| want | An item that we desire but that is not essential to survive | I want music to listen to |
| goods | Physical objects such as clothes or shoes | I own Nike shoes |
| services | actions or activities an person performs for another | My Dad is a Carpenter |
| scarcity | limited quantities of resources to meet unlimited wants | Diamonds |
| shortage | A situation in which a good or service is unavailable | My computer |
| land | Natural resources that are used to make goods and services | Wood to make things |
| labor | the effort that people devote to a task for which they are paid | My mom works at walmart |
| capital | Any human made resource that is used to create other goods and services | |

Left blank



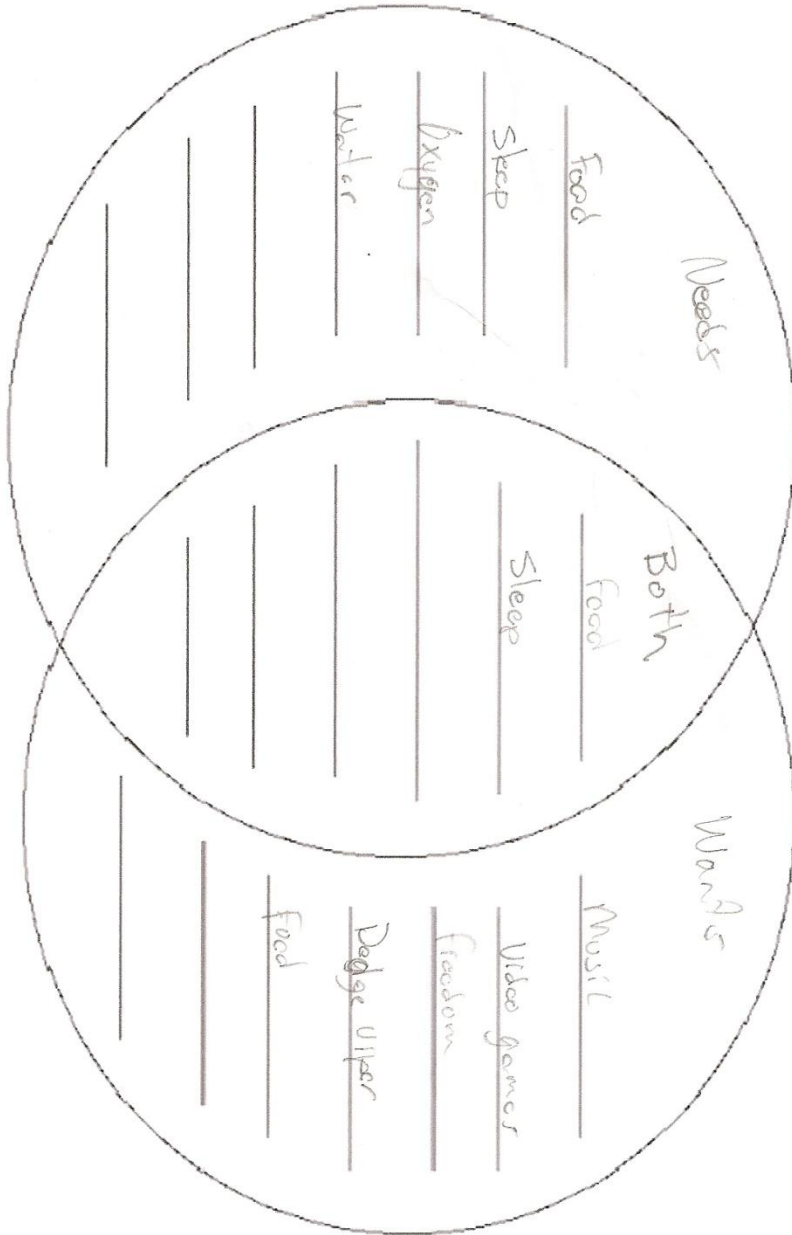
#8

name



date

7/2011



#9

School, Home, and the Factors of Production

Name: _____

Consider the economic principles of "scarcity", "shortages", and each of the "factors of production" (such as land, labor, & capital). How many *specific examples of each* can you think of involving your school and/or home? This will require you to reflect on *all* aspects of your environment. Continue on the back of this sheet if necessary.

1. Scarcity

Gas
water
Oxygen
Food
money

2. Shortages

Money
Gas
Water
Food
Wood
Paper
music
tv
Freedom

3. Land

wood
sand
oil
metal
water
Paper

4. Labor

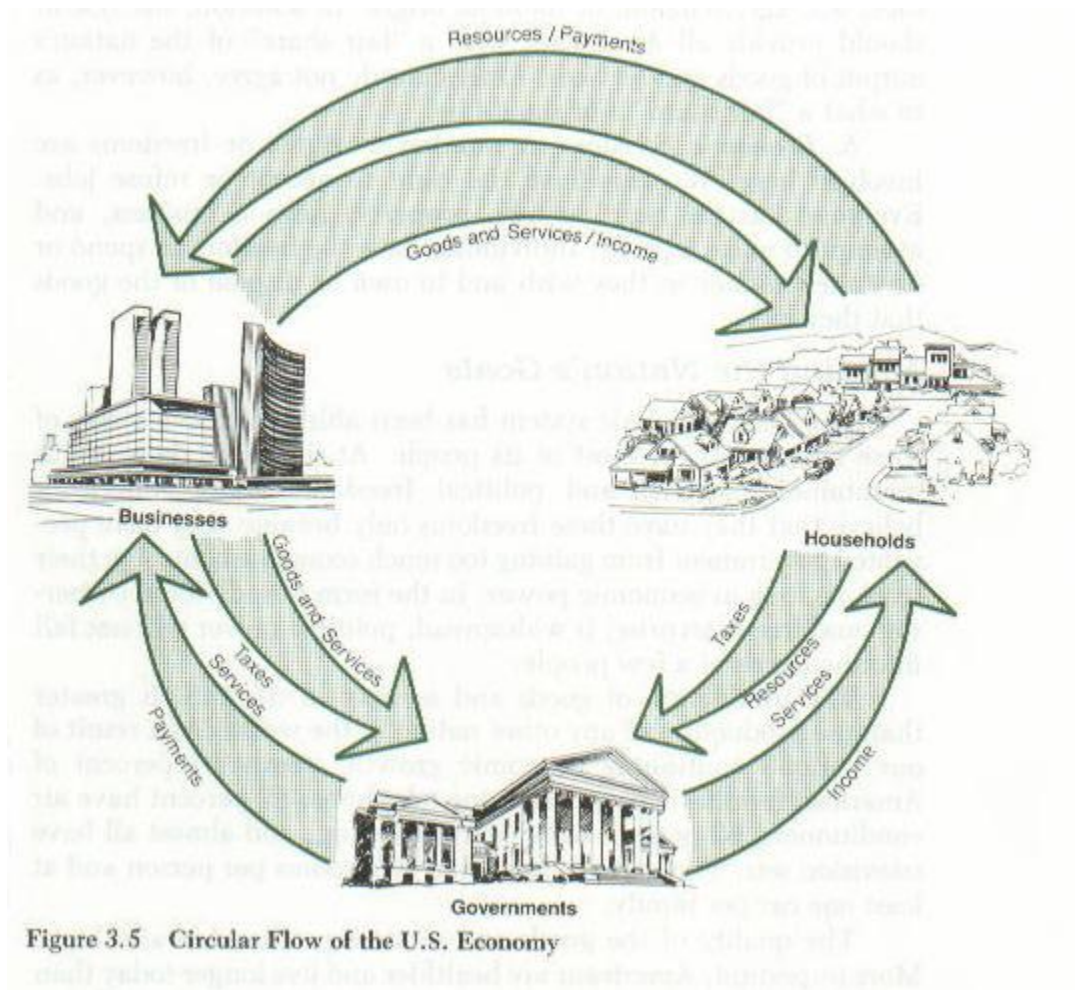
Teacher
Cook
Officer
Mom
Dad
Me
janitor

5. Physical Capital

Tools
buildings

6. Human Capital

Teacher

CIRCULAR FLOW CHART AND SUMMARY: EXAMPLE

As you can see, each sector of the economy feeds another. Households (consumers) provide businesses with payments in exchange for jobs and goods and services. Government provides consumers and businesses with payments in exchange for goods and services from business and taxes and resources from consumers. It is what is called a symbiotic relationship. We all rely upon one another.

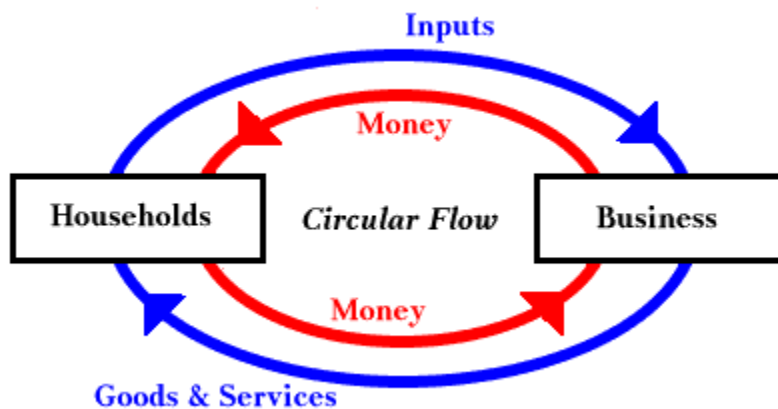
(Resource: http://www.socialstudieshelp.com/Economics_Circular_Flow.htm)

CREATING AN ECONOMIC FLOW CHART

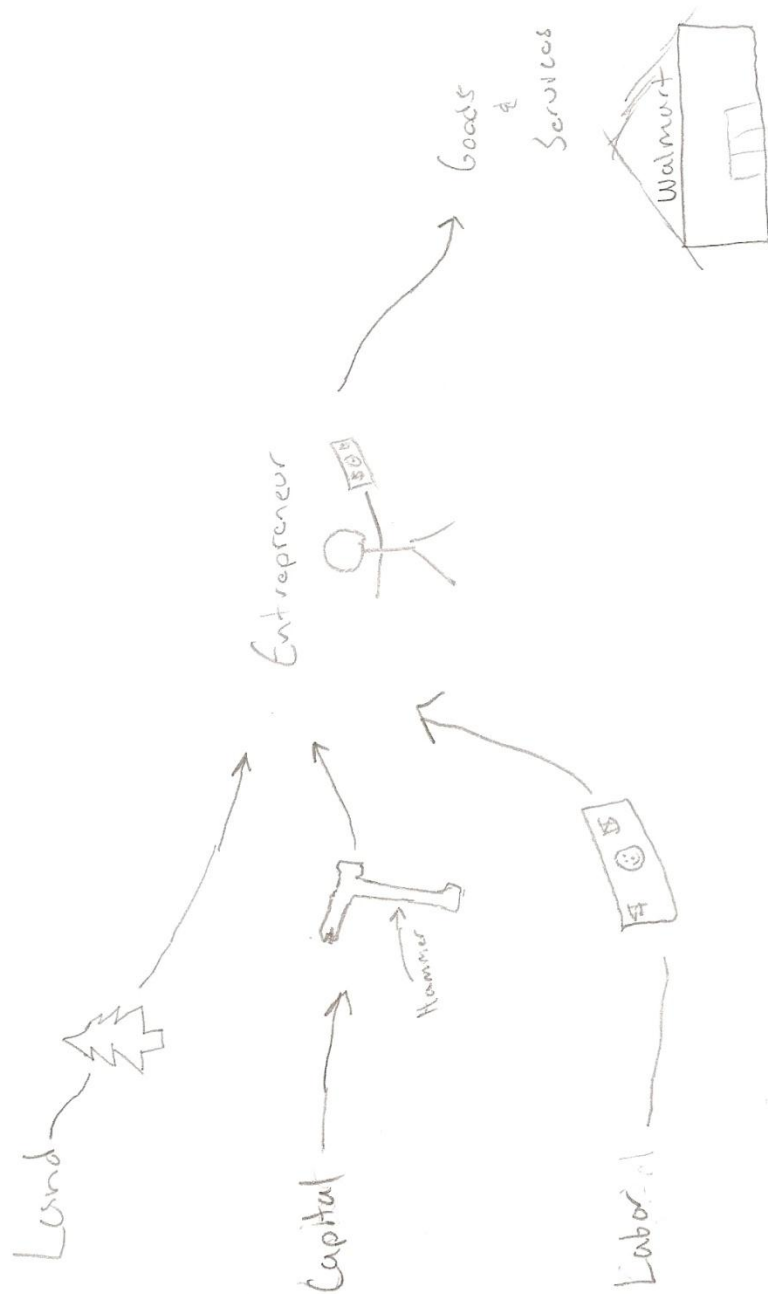
For this activity, you will be creating a basic flow chart to illustrate the movement of economic factors. Your flow chart should include the following terms: **land, labor, capital, entrepreneur, goods,** and **services**. Feel free to add any other terms you feel are necessary, but none are required.

Here are some helpful steps to consider while completing the assignment:

1. Refer to the examples provided for suggestions on style, organization, important details, and how to write the summary paragraph.
2. Be creative! Yours does not have to look like the examples provided. In fact, it should be unique!
3. Use pages 3-6 in your textbook and your table of key terms for reference.
4. Decide how you want your flow chart to look, such as the shape. Most flow charts are circular, but this is not required.
5. Make sure all arrows or other symbols are placed correctly to display the flow of factors.



#12



The entrepreneur uses land, labor, & capital
to produce goods and services.

Lesson Plan #1 of 2

Lesson: "Needs/Wants & Scarcity"

Subject: Economics

Grade Level: 9th/10th grade

Date: July 19, 2011

Lesson Objectives: In this lesson the student will recognize and organize terms that are critical for comprehension by learning to provide personal connections to terms. Student will learn to conceptualize the relationship among terms by creating a Venn diagram, which will also include personal examples. Both items will be shared with a peer for further review.

Rationale: Student has shown difficulty in drawing inferences from text, having trouble thinking about what to write, as well as being unable to demonstrate detailed response writing. These activities will provide the student with the tools necessary to learn to conceptualize text to make personal inferences, help the student to learn to describe economic functions with detail, and will benefit from peer evaluation through this process.

GLCE's:

R.WS.08.04: Student will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.CM.08.02: Student will retell through concise summarization grade-level narrative and informational text.

R.CM.08.01: Student will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

Materials: Textbook: "Economics: Principles in Action" (O'Sullivan & Sheffrin, 2003, pgs. 3-6); "Economics Vocabulary Table" for organizing and defining key terms with personal examples; general Venn diagram example; blank Venn diagram for student assignment

Procedure:

1. The student will be given the Economics Vocabulary Table (see artifact 6) to fill out during the reading process. Notice that the first term ("need") definition is already provided which corresponds verbatim to the textbook definition. The personal example category has been left blank, which provides the teacher an opportunity to model the correct way to fill in the third column. The teacher will read the assignment instructions out loud and ask the student to repeat them in his/her own words.

2. The teacher will then draw a model of the table on the board, and will fill in all sections of the first row together in order to demonstrate the process. For example, the teacher may write "I need food to live" as the personal example for "need." Students may choose to write this, or give their own example for the first term, but all should be written in a complete sentence.

3. Once the table has been filled out, student will be paired with a peer in order to allow for collaboration. Students will share their personal example results and are permitted to make any necessary changes for accuracy.

4. Student will then be shown (via overhead/PowerPoint/handout) an example of a general Venn diagram (artifact 7). The teacher will discuss the important properties of the Venn diagram to the student, modeling an example on the board.

5. Student will then use the blank Venn diagram (artifact 8) to fill in the corresponding terms and personal examples. The left circle should be titled "needs," the right circle "wants," and the middle overlapping section should be "both." The teacher would help the student get started by labeling these as a class before students are asked to work independently.

6. Once the Venn diagram has been filled out, student will be paired with a peer in order to allow for collaboration. Students will share their personal examples and are permitted, as before, to make any necessary changes for accuracy.

Assessment(s): Informal observations of the student, both while working alone and with his peer, will be conducted to assess whether directions, goals, strategy, and topics are understood and following through.

The results of the student's work on the Economics Vocabulary Table with definitions and examples, as well as the Venn diagram with personal responses will be evaluated. How well the student worked with his peer will also be considered for each pair/share (i.e. were any answers changed by either student as a result?).

The student's use of the examples provided will also be assessed. Did the student refer back to models for direction, ask questions, or both? Do any of these resources appear to help?

Lesson Plan #2 of 2

Lesson: "Factors of Production"

Subject: Economics

Grade Level: 9th/10th grade

Date: July 20, 2011

Lesson Objectives: In this lesson the student will acquire and apply new strategies to construct meaning to unknown words by filling out organizers that require the student to consider key terms, provide definitions in his own words, and provide specific real-world examples from the facility/home environment. Student will learn to make personal connections to contextual material. Student will organize economic factors from text into a graphic organizer/flow chart. Student will then apply the pre-writing and retelling strategy with use of a graphic organizer by turning it into paragraph form.

Rationale: Student demonstrate that he has trouble thinking about what to write, typically copies from text verbatim to answer questions, and does not provide detail in writing on his own. These activities will provide the student with the tools necessary to learn to make personal inferences, help the student to learn to make visual representations of text, and then to craft his own response to questions based on those graphics. Peer collaboration will also be a benefit of this process. Lesson 2 is meant as a direct link to build on lesson 1 in order to hone the skill of contentiously writing more in order to complete a thought, adding detail and writing from knowledge instead of copying from text directly.

GLCE's:

R.WS.08.05: Student will acquire and apply strategies to identify unknown words and construct meaning.

R.CM.08.01: Student will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

W.PR.08.02: Student will apply a variety of pre-writing strategies for informational writing (e.g., cause/effect and sequential patterns).

R.CM.08.02: Student will retell through concise summarization grade-level narrative and informational text.

Materials: Textbook: "Economics: Principles in Action" (O'Sullivan & Sheffrin, 2003, pgs. 3-6); "School, Home, and the Factors of Production" organizational sheet; "Circular Flow Chart and Summary" example; economics flow chart assignment/directions sheet (include a list of steps)

Procedure:

1. The student will be given the "School, Home, and the Factors of Production" organizational sheet (see artifact 9) to fill out during the reading process. The teacher will read the instructions from the sheet aloud and then require that the student reiterate them in his own words. Instead of going through each of the 6 factors of production listed and providing an example, the teacher should model one with a specific example. For instance, it could be asked of the student: what is a specific example of "labor" from within the Detention Facility or your home? The student/class/teacher may include "teachers" or "students." The student should be encouraged to think of as many examples as possible for each of the six factors--including labor.

2. Once the organizer has been filled out, student will be paired with a peer in order to allow for collaboration. Students will share their results and are permitted to make any necessary changes for accuracy. Students should be encouraged to add any examples from their peer's lists in order to create a more thorough organizer.

3. Student will then be shown (via overhead/PowerPoint/handout) the "Circular Flow Chart and Summary" example (artifact 10). The teacher will discuss the flow chart as shown and read through the summary provided. Student is asked to explain the circular flow model in his own words to reiterate understanding. Teacher will explain that his verbal summarization is exactly what is expected on this assignment, only in written form.

4. Student will then be given the flow chart assignment/directions sheet (artifact 11), which includes a list of helpful steps to successfully complete the activity. The teacher will go through the instructions aloud and will also discuss the importance of each step provided (1-5). Included on this sheet is another general example of a possible economic flow chart for student reference. Students are not required to use a circular flow model format, but it is suggested. The two models provided should both be explained thoroughly by the teacher.

5. The teacher should be observing student progress throughout the activity, making sure that students are including all required elements and that arrows (or other directional symbols) are indicating the correct flow. This helps to keep students from learning incorrect information, especially before any summaries are written.

6. Once student flow charts have been created, and summaries written, students will share their diagrams with a peer. As before, students are permitted to make any necessary changes for accuracy. Students may find that others made different diagrams or added more/less detail in their summaries. Students should make sure their own diagram/summary is complete.

Assessment(s): Informal observations of the student, both while working alone and with his peer, will be conducted to assess whether directions, goals, strategy, and topics are understood and following through.

The results of the student's work on the "School, Home, and the Factors of Production" organizational sheet, as well as the economic flow chart and summary activity will be evaluated. Did the student attempt each task? Did he locate the correct terms and definitions? Were the personal examples

appropriate for the corresponding key terms? Does the flow chart represent what was included in the text? Was the student's explanation paragraph an adequate representation of both text and flow chart?

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The student's use of examples, if at all, will be assessed. Has there been a change since the previous lesson? Did the student use any of the models provided? Either way, was the task completed correctly? Did the student appear to use the more/less than before? Has the student added more detail to his response? Does he use the text verbatim in his answers or are they more original?