Contents:

Appendices:

#1: Action Plan

#2: Descriptive wheel

#3: Student reflections on unit

#4: Student 1's data: writing samples from throughout the unit.

#5: Student 2's data: writing samples from throughout the unit.

SECTION 1: QUESTION FOR INQUIRY

What is the question for inquiry?

> How do I cater for the students who have high and low written English language skills in the same ESL classroom?

How is the question related to the improved learning of students?

> The inquiry question will help me focus my teaching on strategies that will cater for the diversity of student abilities in the same classroom.
>
> Differentiation in any classroom is important because it ensures that all students are catered for and tasks are delivered at a level accessible by each individual student. I have chosen to focus on high and low student levels in the classroom, not the middle, because at present I do not have any students who fall into the middle bracket of ability level. Furthermore, I have chosen to focus on the development of writing skills because writing is one of the four macros skills that is important for communication. The inquiry question allows for exploration of teaching strategies through professional conversations, wider reading/ research and observations.

SECTION 2: CONTEXT – The students

YEAR: 8

SUBJECT: English as a Second Language (ESL)

NUMBER OF STUDENTS: 10

LANGUAGE BACKGROUNDS: Chinese (4), Indonesian (1), Somali (1), Sudanese (1), Korean (1), Saudi Arabian (1), Filipino (1).

Students have had varied lengths of time studying English in Australia from 1.5years to 4.5years. Most students have had some formalised education in their first language, and one student has had disruptive schooling. Most students also studied English as a Foreign Language in their home countries.

There are two main groups of ability in the class. The high students who are working towards achievement of S4 (in line with the ESL companion document to VELS) in the macro skills of reading, writing, listening and speaking and the low students who are at varied stages heading toward achievement of S1 skills in reading, writing, speaking and listening. There are no students who are working towards achievement in S2 or S3 levels.

I have chosen to focus on this class because of its diversity; both culturally and in terms of skill levels. The extreme difference between the students (7) who are developing skills at S1 level compared to the students (3) who are working towards achievement of S4 level means that I must have differentiated tasks and different entry points to tasks in each lesson. I need to do this to maintain the engagement of the students at either end of the spectrum. For this inquiry I am focusing on the macro skill of writing.

The two students I have chosen to focus on for this inquiry have been chosen from the high and low-skill groups in the class:

Student 1: Student 1 is a female Korean International Student who has been studying and living in Australia for 1.5years. She spent 6 months in a language centre on first arrival to Australia. Her language centre reports indicated that she had made some progress in improving her language skills whilst at the language centre. In terms of her writing skills her Language Centre teacher commented that she could construct basic sentences in past tense form, but with a limited vocabulary base. Student 1's first 6 months in mainstream school were spent in a mainstream English class where her teacher commented that she could write a "simple fairy tale using basic language and simple sentence construction." This year she has been in an ESL class. Throughout the year her confidence has increased. She

continues to write using simple sentence with varying grammatical accuracy. She can also integrate some newly learnt vocabulary into her written work.

Student 2: Student 2 is a male Saudi Arabian student who has been in Australia for 4.5years. Similar to student 1 he was also in a mainstream English class for all of year 7. Student 2's English teacher last year commented in his report that the standard of his work improved as his "vocabulary became more sophisticated and varied." In the majority of his report comments student 2 is commended for being an enthusiastic student who is willing to ask questions and is eager to improve. This reflects my own observations of the student this year. In my own observations of his written work I have noticed that student 2 uses complex and compound sentences well. However, he sometimes has issues with tense and spelling that distract from the meaning of his written work. He regularly integrates newly learnt vocabulary into his written work.

SECTION 3: LEARNING OUTCOMES & UNIT PLAN

Learning outcomes for the program of learning

Based on the evaluation of the students' first descriptive writing pieces, data collected from previous units and reports I have developed the below learning outcomes for the unit.

The learning outcomes are designed around bloom's taxonomy of higher-order thinking skills and include outcomes from the lower knowledge/ comprehension stages and the higher analysis/ application stages. I intentionally did this to ensure that students with both high and low abilities had an opportunity to achieve. It also was intended to challenge students. The learning outcomes include structural, genre and content-related outcomes. Based on my previous knowledge of students' learning I know it is important to first develop familiarity with genre and structure before teaching content.

By the end of this unit students will:

- Understand the features of the horror genre
- Apply their knowledge of the horror genre to create their own narrative (demonstrated through characters, setting and vocabulary)
- Identify the structure of a narrative and horror story
- Apply their knowledge of narrative structure to create a story that follows an orientation-complication-climax-resolution structure
- Be able to describe settings and characters using different senses
- Apply their knowledge of editing and drafting strategies to improve their final story

Student specific aims:

Low students' goals:

- Improve subject-appropriate vocabulary
- Write more complex sentences

High students' goals:

- Improve accuracy of grammar and tense through drafting and editing strategies
- Understand the purpose and value of drafting and editing strategies

How I intend to measure achievement?

I will measure students' achievement of these goals through the collection and comparison of student work data. Before the commencement of the unit I asked students to complete a non-scaffolded description of a 'scary place', I will compare this piece of writing to work I collect through the unit and the final submission of their horror stories.

What will be done for	

students who need developing beyond the learning outcomes	- Extension activities that require higher-order thinking or assist students to develop more depth to their writing.
	
	- High-order thinking skills:
	
	    o In the planning stages students who need help developing beyond the expected level are asked to analyse/ evaluate how group and peer feedback assists them in their writing. This also addresses the learning goal of the higher-levelled students: to develop drafting strategies.
	
	    o Students with higher level English abilities are also given opportunity to start independent construction of writing earlier. So they have different entry points to tasks.

students who need support to meet the learning outcomes	- Explicit teaching of sentence and grammar structures. - Modelled writing - Assisted planning - Self, peer and teacher editing with a specific focus for improvement.

UNIT PLAN:

Below is an outline of the activities planned and completed for the focus unit, Horror Writing, with a year 8 ESL class. In the right hand column are annotations that link activities to the development of skills in accordance with the ESL companion document to VELS, how literacy is developed and how ICT is used to support student learning.

The focus unit for this inquiry begins from the lesson dated 27/06. The introductory lessons are included to provide an insight into where the focus unit is located.

Date	Activities	Annotation
13/06	- Building vocab activity – matching words & definitions - Introduction to horror ppt – looking at settings & writing descriptions. - H/W – choose a scary setting for a horror story & write a description.	ICT: PPT used to introduce topic with stimulus pictures.
19/06	- Change a descriptive paragraph to be scarier by changing adjectives (vocab activity) - Swap and edit with a partner - Look at features of descriptive writing (tense, senses etc)	Literacy: Students are first familiarised with genre and build vocabulary to talk about characters/ settings. Students provided with a modelled paragraph, for structure, but the lesson focuses on building vocabulary.
20/06	- Intro to structure – what does 'orientation' mean etc.. - Model – Tell Tale Heart. You tube clip + looking at structure in written version. - Character transformations	ICT: Youtube clip Display text on board & ask students to come up and highlight/ comment.
22/06	- Library period: students borrow a skinny book from the 'After Dark series' – read over holidays.	Literacy: Students read horror stories of their choosing to improve their vocabulary and understanding of the horror genre. A guided worksheet is used to focus students' reading on particular elements of the narrative.
27/06	Describing Settings: - Descriptive wheel (all) (Appendix 1) - Sense words brainstorm (all) - Model descriptive paragraph (all) - Use descriptive wheel to write down nouns/ adjectives to describe stimulus pic (all) - Group into sentences (low) - Write paragraph (high)	Link to curriculum/ VELS: At S2: "they are provided with models when writing" At S4: "they study the organisational structure and specific language features of different text types. Use of ICT: Projector used to display stimulus

			picture & model paragraph. Literacy: Graphic organisers, modelling and joint descontruction and deconstruction used to assist students to build writing skills.
29/06		- Building subject-appropriate vocab activities(all) - Describing people and places. (all)	Link to student goal/ Literacy: To build subject-appropriate vocabulary.
TERM HOLIDAY		Holiday H/W: Read book from 'after dark series' & answer question sheet.	Link to student goal/ Literacy: Expand student vocabulary and familiarity with the text type through extra reading and guided questioning that focuses on structure.
17/07		- Discuss scary stories students read over the holidays. (all) - Discuss elements that made their stories scary, or what would make it scarier. (all) - Horror character sheets: building vocab/ describing characters. (differentiated)	Literacy: Students orally share the story they have read. Use this to discuss features of the story. Creating link between reading and potential application of ideas.
18/07		- Finish descriptions of characters (All) - Proof read and edit your own work (All) - Tips for more complex sentences (intro defining relative clauses using 'who' and 'that') (All) - Re-edit your work to see if you can make sentences more complex (all) - Swap with partner & provide suggestions on how to make it scarier. (High) - Walking verbs – youtube clip + acting out. (all) - Info-gap with walking verbs. (differentiated) - Write a paragraph about a character walking through a haunted house. (all)	Link to VELS: At S1: "Supported by visuals, objects and actions, students learn the basic vocabulary At S2: "develop students' understanding of how sentences can be extended and ideas can be simply linked or sequenced" ICT: Youtube clip used to engage students & model working verbs. Literacy: Grammar taught in context of what they are learning. Able to apply structures to improve their writing.
20/07		- Show Don't Tell intro. (All) - Model/ Explain with PPT (All) - Personality traits and actions that show table. Brainstorm key words that can be used. (All) - Changing 'tell' sentences to 'show' sentence & describing situations. (High) - Model how to change to 'show'	Link to VELS: At S1: "They correct some errors relating to targeted grammatical items" Literacy: Revisiting previous lesson and reinforcing structure of story. Joint

		sentences. Joint construction. (low) - Individually construct 'show' sentences based on worksheet. (low) - Discuss/ share with partner or teacher when complete. TEL OBSERVATION	construction with lower students to assist them in their writing and provide a model.
25/07	- Introduce final task - Revision of orientation-complication-climax-resolution structure. - Students plan the storyline using story planning sheet as guide. - Extension planning (High)	Literacy: Students given a guided planning model to ensure that different narrative elements are included in their stories. Extension activities and planning worksheets provided to cater for higher level students.	
27/07	- Spelling diagnosis test (vowel sounds) - Planning characters (main character and scary character).	Literacy: Students are given a worksheet that helps guide their planning of characters. Extension activities are provided to extend higher students.	
31/07	- Story starters activity - 'Hooks' of stories shown on projector. - Brainstorm: what makes a good scary story? - Link to personal experience/ stories from students' cultures.	ICT: Projector used to display 'hooks'	
01/08	- 2-5mins: spelling strategy - Explicit focus on narrator & tense - Models - Students begin orientation of their story.	Literacy: Some explicit focus on grammar items, but within the context of the story.	
03/08	- Students work individually and teacher gives individual assistance to help students.		
08/08	- Tips for editing - Self-editing - Students finish drafts of stories and hand in at the end of period 4 what they have done. BAR OBSERVATION	Link to goal: 'Apply knowledge of editing and drafting strategies to improve their final story'	

10/08	- Corrected drafts are returned to students.
	- How to include dialogue (punctuation)
	- Based on corrected drafts students are given an individual focus to improve their writing & work on this with teacher-consultation through class.
	- Teacher conducts mini-lessons on targeted grammar items.
	   o Articles
	   o Subject-verb agreement
	   o Sentence structure
		Literacy:
		Targeted grammatical items as determined from student drafts. Students are broken into smaller groups and grammar items are explained with examples from their own drafts.	

14/08	- Partner editing worksheet - Check students understand editing checklist. - Students work in pairs/ threes to provide feedback on each other's stories. **HDY OBSERVATION**	Link to goal: 'Apply knowledge of editing and drafting strategies to improve their final story'
17/08	- Unit reflection. - Library period.	

*ICT Limitations: Due to the nature of the timetable most of the term 3 classes were conducted in a room without a projector or IWB.

SECTION 4: PLANNING

Included in this section:

- Observing the practice of others
- Professional Conversation 1
- Notes on professional learning/ research
- Action Plan

Observing the practice of others

DATE: 07/08/12

TEACHERS INVOLVED: CNL & SIM

WHAT WAS OBSERVED?

I observed a year 9 ESL class focusing on correcting short paragraphs written in the previous class. The teacher displayed the student's work on the projector and identified areas that needed correction. The teacher asked leading questions to the students and used specific metalanguage to help the students better understand their errors.

The classroom environment was positive, with students applauding each other's work and the teacher giving lots of positive feedback to the students.

WHAT DID YOU LEARN?

From my observation I learnt a new method for editing and correcting student work that involved the whole class. By using the projector to show student work on the board and talk about sentence structure, vocabulary and grammar in the context of their own work the teacher was able to not only help the targeted student understand how to correct their own work, but also reinforce or refresh grammar patterns for the whole class. Using their own work was also important because it was relevant to the students and contained content that they were all familiar with.

The teacher addressed the needs of lower students by establishing clear rules at the outset that other students not interrupt while others were trying to identify or correct errors.

HOW DOES THIS HELP YOU ADDRESS YOUR QUESTION FOR INQUIRY?

This observation helped me to identify how another teacher with a similar ESL class, that has a broad range of high and low level English skills, effectively included the whole class in an activity to address

errors in writing. The teacher obviously had different expectations for each student's output and did not compare student's work to one another. Instead, she commended the students for what they had achieved according to their individual levels. She effectively engaged students by randomly calling on them. The classroom environment was collegial so that everyone was working together to help each other. Observing this teacher's practice helped me with my question for inquiry because I was able to observe how another ESL teacher differentiated during a whole-class editing activity. In particular, this observation demonstrated that the teacher had different levels of expectation for each student and this was important because it maintained students' confidence.

This observation also gave me a practical teaching activity for editing students' written work in class; something that is relevant to my unit which focuses on developing the students' editing and drafting skills.

Professional Conversation 1

DATE: 30/07/12

TEACHERS INVOLVED: CNL & PRC
PRC taught the two targeted students SOSE in semester 1 this year.

WHAT WAS DISCUSSED?
2 focus students for inquiry and strategies used to cater for different levels and needs in the classroom.

1. To what extent did the students participate in class discussion?

Student 1: did not participate in class discussion. Would sometimes participate in small group situations, usually with other ESL students of a similar language level.
Student 2: Very exuberant and willing participant. Very happy to participate in class discussion and in groups with mainstream students. Language did not inhibit his participation.

2. Were both students able to keep up with the mainstream classwork? How did you modify it?

Student 1: Not able to keep up with the mainstream content, issues with language and comprehension of tasks. Modified assessment tasks: simplified language and tasks, less tasks to complete in same time frame. Did not demand participation in class discussion so the student would feel embarrassed.
Student 2: Was mostly able to keep up with mainstream tasks. Did complete modified assessment tasks because of his ESL classification, but could have competently completed mainstream assessment tasks as well.

3. How do you cater for the diverse levels in your classroom?
- Generally, encouraging the students to ask more questions.
- Open-ended questions.
- Encouraging students at the higher end to complete extension work (although this is often met with reluctance).

4. How did you address the needs of the ESL students in your class?
- Modified assessment tasks
- Vocab on board
- Giving students fewer tasks, so they had more time to focus on the tasks they were asked to complete.

5. General comments on students work/ participation:

Student 1: Handed in very little work, so it was difficult to assess her written language abilities or understanding of the content. When student did a math-related task she was engaged and understood what to do.

Student 2: Could integrate newly learnt vocabulary into his written responses. He did have some issues with tenses and sentence construction in his written work.

WHAT DID YOU LEARN?

This professional conversation gave me a valuable insight into how the two focus students participate in a different classroom environment. Student 2 had a similar enthusiastic approach to his learning as he does in my ESL classroom; he is an eager participant and always seeks clarification when needed. Student 1, on the other hand, seemed to be less confident and willing to participate in her SOSE class than in ESL. This to me suggested that the environment of the ESL classroom, having fewer students and more students at a similar ability level, is helpful in building the confidence of this student. I also found it interesting that Student 1 had submitted very little work for her SOSE teacher, so it was difficult for the teacher to assess and address her language skills. I'm not sure if this is related to her understanding of the tasks or to her abilities to write – this may need further investigation.

HOW DOES THIS HELP YOU ADDRESS YOUR QUESTION FOR INQUIRY?

This professional conversation helps me address the question for inquiry by assisting me to understand my targeted students better. Through developing my knowledge of how the students participate in another classroom environment I can better understand what is and is not working in my own classroom. For example, I now know that Student 1 exhibits more confidence in a smaller classroom environment.

I also learnt how another teacher aims to differentiate in her classroom. Strategies likes modified assessment, open-ended questions and extension work are things that I can use to assist me in addressing the high and low levels of my ESL class.

Action Plan:

The Action Plan I have designed for this unit of inquiry is based on Helen Timperley's cycle of teacher inquiry and knowledge building. In the inner circle I used the questions and stages to guide the

creation of my action plan. In the outer circle of the diagram I detail the steps I have taken in my inquiry of student learning.

The Action Plan is attached as appendix 1.

Other Professional Learning:

Research and use of ESL companion document to VELS:

I used this document throughout the planning of my unit. Reference to this document helped me to address the question for inquiry because it helped to ensure that I understood the levels and the expected outcomes of students. It also gave me a good sense of scope and the stepping stones needed to improve students' writing. I also used some descriptors of expected achievement levels to differentiate the final assessment criteria. This was so that the low and high-skilled students had different levels of expected achievement.

VCAA. (2005). ESL Companion Document to the Victorian Essential Learning Standards. VCAA

Professional Learning Teams:

The focus of our PLTs has been on differentiation. So, during our regular meetings I was able to discuss strategies for differentiation with the other members of the group. These meetings helped me to address my question for inquiry because the discussion focused on teaching strategies that could assist students with different learning needs.

Professional Development:

Communication Matters – An Advanced Communication Skills Seminar, presented by Gavan Podbury. July 13, 2012

The purpose of this PD day was to develop communication strategies. One of the underlying principles was that effective communication should be tailored to the audiences or personality type of the other person in the discussion. Although this PD was not directly related to the content of my teaching, I found the advice on being a conscious communicator valuable in my teaching practice. As differentiation was the focus of this inquiry I was conscious that differentiation was not only in the work I gave to students or the expectations of their learning outcomes, but also in how I spoke to each student.
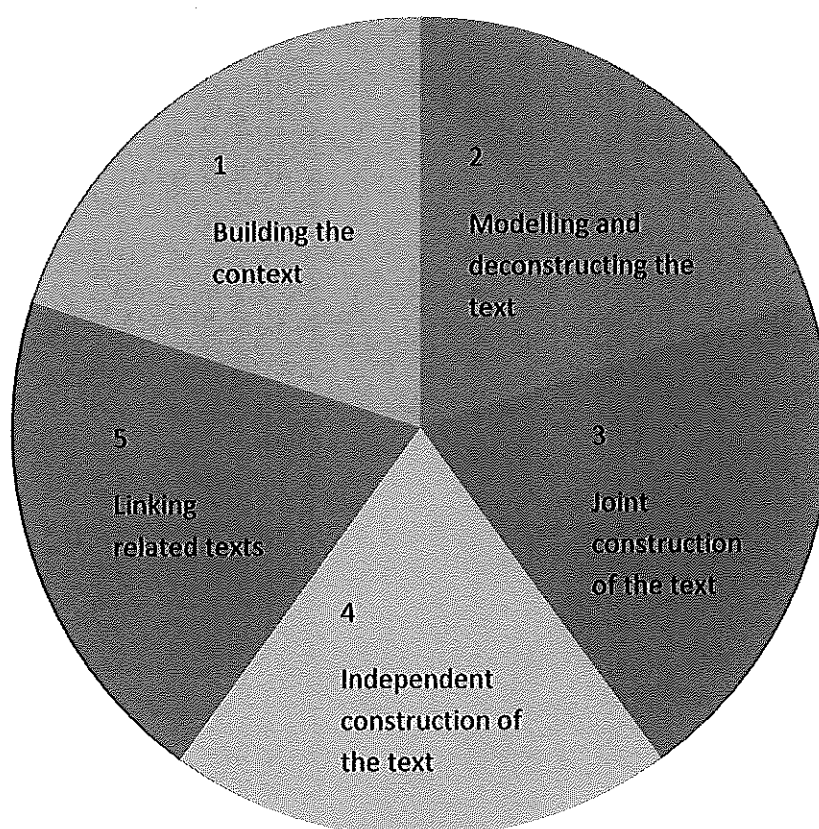
Professional Reading:

Feez, S. (1999). Text-based syllabus design. *TESOL in Context*, 9(1), 11-14.

This is an academic article that I came across during my university studies. It focuses on developing writing skills and provides a model learning and teaching cycle which I have

found useful in the development of writing skills in the ESL classroom. The diagram depicting the cycle is below.

Feez explains that the cycle is flexible with different entry points for students. The teacher can also choose what areas to focus on or spend more time on whilst teaching. The learning and teaching cycle modelled in this article was useful for my question of inquiry because if provided a model strategy which could be differentiated to suit the needs of individual students.

1 Building the context
2 Modelling and deconstructing the text
3 Joint construction of the text
4 Independent construction of the text
5 Linking related texts

SECTION 5: ACTION

Include in this section:

- Mentor visits
- Action Plan

Mentor Visits

Mentor Visit 1 with TEL (20/07/12)

PURPOSE: Prior to the observation I asked TEL to focus on two things in particular:

1. Observation of the two target students – how they participated, whether they were engaged and whether I catered to their level of understanding.

2. Check for understanding of the task and understanding of the purpose from all students in the class.

From the class observation and subsequent discussion I learnt that in the observed class I was effective at checking for understanding and clarification from students. I was able to do this through questioning the students. TEL also commented that I had created an environment in the class where the students feel comfortable asking for clarification. In TEL's observations she noted that for the most part both the high and low students were engaged in discussion and answering questions. TEL's observations helped me to identify that Student 1, although more quietly spoken, attempted to answer most questions. She also often repeated words quietly to herself after I said them.

Areas for further revision or development:

- timing of the lesson (not a focus of the observation, but a more general comment).

- Watching for students being distracted by their phones or misusing their phones (I allow them to be used as electronic dictionaries on occasion).

- Conclude the lesson with a link back to the purpose so that students can see links between what they have done and their final goal.

Mentor Visit 2 with BAR (08/08/12)

Purpose: To check students' understanding of editing practices and determine how each student uses the tips and techniques to approach editing.

From the post-discussion of the observed lesson I learnt that the students, to varying degrees, were able to articulate the purpose of editing. BAR observed that the students were comfortable talking

about editing and sharing their stories with him, and sometimes other students as well. BAR observed students autonomously self-reflecting on areas for improvement. For example: identifying long sentences. He also observed students prioritizing how they edited their stories. For example: fixing the idea of the sentence before the grammar. He observed that Student 1 was focused on the genre and the structure of the story to build tension.

BAR suggested that to improve the effectiveness of my practice I could provide the student's with a toolbox of models to assist their editing. The focus of this lesson was on identifying areas for improvement, rather than techniques on how to fix their work. If I offered students a toolbox with modelled work, they would be able to refer to this as an example to help improve their work. BAR also suggested that I remind students of work we have already done as a source to help improve their current work. For example: I could remind students about an activity we had done on tense consistency. They could then refer to the knowledge they already have and apply it to the current situation.

This lesson showed me that even though there are different levels of ability in the class, all students were able to show an understanding of the task and purpose. This means that I had effectively communicated this idea to the students through my teaching.

Mentor visit 3 with HDY (14/08/12)

Purpose: How do I cater for the different ability levels in the class? How could I improve this?

From the post-observation discussion I learnt that I used a number of strategies to cater for the different levels of student ability in the classroom. HDY observed that I used a variety of questioning techniques, open and direct questions, paired with 'wait time' to give all students an opportunity to answer questions. She also observed that I supported student 1 to answer a question without answering it for her. I helped the student by asking further probing questions and assisted her with vocabulary to answer the question. It was also observed that I was mindful of students' abilities and personalities when I asked questions or asked them to read and contribute. So, one student who is reluctant to talk I asked to read, mindful that this was a lower-pressure situation than asking her to answer a question, where she might feel pressure to get it right. HDY also observed that I used lots of positive encouragement and spoke to all students while they were on task. It was obvious that students had retained knowledge and vocab from previous lessons.

In order to refine and improve my practice, HDY suggested:

1. The worksheet: to extend the higher-level students the comments for feedback could have used higher-order thinking skills from bloom's taxonomy.

2. The 'reflection' section of the worksheet was too open-ended and needed more structure to help the lower-level students.

SECTION 6: REFLECTION

Included in this section:

- Professional Conversation 2
- Assessing student learning (sample work)
- Reflection

<u>Professional Conversation 2:</u>

DATE: 21/08/12 and 04/09/12

TEACHERS INVOLVED: CNL & HDY

CONTEXT OF DISCUSSION:

At the end of the unit students were asked to do a reflection on the unit (see appendix 2). The last question, 'did this unit challenge you?' had some unexpected responses from 2 of the higher students. Student 2 and another high-ability student rated the challenge of the unit as 2 & 1.5 out of 5 respectively. This concerned me because I had focused on differentiation and addressing the different levels of the students in the class. I therefore sought the advice of my mentor, HDY, about how to best approach a conversation with the 2 students.

This is a 2 part conversation that occurred at the end of the unit. It is divided into two parts: a pre and post conversation centred on preparing for and reflecting on the conversation with students.

<u>Pre-conversation</u>
WHAT WAS DISCUSSED:

HDY suggested that I ask the students to be more specific about what they find 'interesting' and 'challenging', don't settle for 'games'. She suggested that by asking the students to be more specific they would need to think more deeply about what they wanted. She also suggested that we discuss what they saw as challenging through the unit and what they had learnt to demonstrate their new skills.

WHAT DID I LEARN:

This conversation helped me to develop specific questions that would require the students to think deeply about their learning. I also learnt that my initial reflection questions needed more guidance. Although I brainstormed ideas on the board for each of the questions, the two higher-students sped through the task and were not engaged with the brainstorm, so they did not really apply this to their

answers. In future I should perhaps check they have been specific in their answers before letting them continue with other activities.

<u>The conversation with the students:</u>

After the conversation with the higher students I learnt that their concept of challenging was more focused on developing essay writing skills. They believed that essay writing was all they would have to do in year 12. I explained to the students that the skills they had learnt through the unit would also be useful in year 12, as creative writing is something that will do throughout their schooling. The students also thought they spent too much time planning and would have preferred to focus more on writing more short stories. I then asked them the value of planning and explained how it would improve their writing. Whilst the students didn't feel like they were challenged, they also wanted more games in the unit. When asked how games helped them learn they found it difficult to respond, but eventually commented that it was good practice and helped them remember new words.

This conversation with the students demonstrated that my idea of 'challenging' and theirs was very different. Through the conversation I helped the students understand the new skills they had learnt and explained how these would be valuable through their schooling. With the benefit of hindsight I think that the students understood the purpose of activities and their link to story-writing in individual lessons, but did not understand the purpose of learning story-writing skills more generally, or how they would fit in with the broader scheme of their schooling. I think this disjoint in understanding has created some of the discrepancies between the students and my understanding of 'challenging'.

<u>Post Conversation:</u>

What was discussed/ what I learnt:

HDY and I discussed and reflected on the conversation with the two students. We discussed how the students understanding of what was 'challenging' was related to their responses in the final reflection. HDY also suggested that because of the students' tendency to speed through work, that future reflections be more like a check list. This would help students to visualise the skills they had learnt and better understand how they had been challenged through the unit. We also discussed the students' attitude and understanding of their own abilities and how this perhaps influenced their understanding of 'challenging'. The higher students understand that they have higher abilities than the lower students and therefore had the expectation that they should do more work. However, they do not understand that they have different levels of expected achievement. Everyone in the class wrote a horror story, but the high and low students had different criteria that addressed their different abilities. This could have been made clearer to the student, so that they understood that they were still being challenged. From this conversation I learnt that the format of my reflection could have been better structured and students could have been more aware of how they were being challenged through the unit.

HOW DOES THIS HELP YOU ADDRESS YOUR QUESTION FOR INQUIRY:

The fundamental part of my inquiry question is focused on how to differentiate for different levels across the class. I believe I have differentiated successfully through numerous activities and strategies (discussed later in this section). Ultimately, however, if students do not feel they are being challenged then my differentiation strategies are not reaching the most important audience, the students. So, it was very important to have this reflective professional conversation to understand how I could discuss with the students their understanding of challenging learning.

ASSESSING THE LEARNING OF STUDENTS:

In order to evaluate the learning of the 2 targeted students I have collected data through the unit. As the macro focus of the unit was on the skill of writing, this is the area from which I have collected work samples. My primary data is work samples from the beginning, middle, draft and final stages. They are as follows:

1. Descriptive piece 1: A descriptive paragraph written at the start of the unit with very little scaffolding to measure students' knowledge and understanding of the descriptive and horror genres.
2. Descriptive piece 2: A descriptive paragraph written after students were scaffolded and explicitly taught the descriptive writing genre. Before the paragraph was written students used a graphic organiser to build sense vocabulary and model paragraphs were jointly deconstructed.
3. Draft: The students' draft stories that were written after students had completed a story plan that mapped out the orientation-complication-climax-resolution structure.
4. Final submission: Students' final submission of horror stories.
5. Reflection: A guided question sheet that asks students to reflect on the horror-writing unit.

In the appendix this work is attached and annotated with comments. Student 1's data is appendix 3, while Student 2's data is appendix 4. As the 2 targeted students are working at very different English levels, their expected levels of achievement are different. Although they had the same general learning objectives for the unit, the high and low-level students also had more individual learning goals. Their achievement of the more general goals will be assessed based on their individual progress and not compared to one another.

Below each learning goal is listed with a comment on how this was achieved for each student:

Learning Goal	Student 1	Student 2
Understand the features of the horror genre	In the student's final draft she built tension through a mysterious 'ghost' character.	In the student's final draft he used subject-appropriate vocabulary, chose a scary setting and scary characters.
Apply their knowledge of the horror genre to create their own narrative (demonstrated through characters, setting and	Draft and final submission both demonstrate student's ability to create horror narrative.	Draft and final submission both demonstrate student's ability to create horror narrative.

vocabulary)		
Identify the structure of a narrative and horror story	Not included in appendix, but during classroom deconstruction student identified different elements of the story.	Not included in appendix, but during classroom deconstruction student identified different elements of the story.
Apply their knowledge of narrative structure to create a story that follows an orientation-complication-climax-resolution structure	Demonstrated through draft and final submission	Demonstrated through draft and final submission
Be able to describe settings and characters using different senses	Comparison between unscaffolded descriptive piece one and scaffolded descriptive piece 2 show improvement and an ability to use multiple senses to describe a setting.	Comparison between unscaffolded descriptive piece one and scaffolded descriptive piece 2 show improvement and an ability to use multiple senses to describe a setting.
Apply their knowledge of editing and drafting strategies to improve their final story	Student 1 was limited in her editing strategies and the comparison between her draft and final submission demonstrates that the majority of her edits were based on teacher suggestions. Minimal self or peer editing evidenced.	Comparison between draft and final submission demonstrates that student 2 not only used teacher suggestions to improve his story, but also used peer-editing and self-editing strategies to improve his final submission.
LOW STUDENT-SPECIFIC GOAL: Improve subject-appropriate vocabulary	Comparisons between the beginning, middle, draft and final submission pieces demonstrates student 1's ability to incorporate more subject-specific vocabulary.	
LOW STUDENT-SPECIFIC GOAL: Write more complex sentences	First descriptive paragraph contains mainly simple sentences. The second descriptive paragraph contains more compound sentences and even one complex sentence. The final submission uses a combination of simple, compound and complex sentences.	
HIGHER STUDENT-SPECIFIC GOAL: Improve accuracy of grammar and tense through drafting and editing strategies		Comparison between draft and final submission demonstrate student 2's ability to improve accuracy of grammar and spelling. Observations of peer-

22

		editing activity in class also showed that the student used peer feedback to improve his writing.
HIGHER STUDENT-SPECIFIC GOAL: Understand the purpose and value of drafting and editing strategies		No physical evidence in appendix. However, based on observations by myself and BAR (08/08/12) student could articulate the purpose and value of editing and drafting in informal conversation.

EVALUATING THE EFFECTIVENESS OF PRACTICE:

Student Learning:

Through the assessment of student learning it is evident that students achieved the learning objectives of the unit. They also showed individual improvement in their writing skills. Student 1's final submission showed varied used of simple, compound and complex sentences. She showed an understanding of how to build tension (typical of the horror genre) through the modelled narrative structure. Student 2's final submission was edited and improved through editing strategies developed in class. These learning achievements become more evident when you compare the data collected through the unit. Student 1's first descriptive piece was very basic and consisted mostly of simple sentences, compared to the second descriptive piece and her final submission. When Student 2's draft is compared to his final submission it is clear he took the time to improve the quality and accuracy of his writing through teacher, peer and self-editing. These comparisons, and others discussed in the previous table, highlight that the students' not only achieved the learning goals, but also showed improvement in their writing skills. Improvements were not just limited to the 2 focus students, but were evident across the class. In particular, students across the class showed improvement in their descriptive writing skills and their horror genre vocabulary.

For the majority of the class it was evident that their final submissions had undergone some self-editing. However, through the assessment of Student 1's draft and final submission it became obvious that her editing and drafting skills were limited. At S1 students are expected to "correct some errors relating to targeted grammatical items" (ESL companion guide to VELS). Student 1 did this and corrected grammatical items identified by the teacher, but was limited in her self-corrections (refer to appendix 3). My intention is to assist Student 1 to improve in this area. I intend to do this by giving her a toolkit that will assist her to identify what she should be looking for when she edits. For example: tense, spelling etc. Although we have already gone through this as a class, I believe that Student 1 will need more individual time with the teacher to explain exactly what it means to edit and how to identify errors in areas such as tense.

Across the class, one area that needs definite improvement is students' spelling. In both student 1 and student 2's work, throughout the unit, there are numerous spelling errors that sometimes impede meaning. This is the case across the class. Throughout the year I have irregularly incorporated spelling or pronunciation activities. However, I think the irregularity of these activities

has not helped students to improve their spelling. As spelling is such an important component of writing I feel that if I were to teach this unit again, or in future units with the same cohort, spelling strategy activities would become a more integrated part of my teaching. Due to the diversity of skills in the cohort I would need to develop a way to assess student's prior knowledge and target spelling strategies according to their needs. This is one area that I intend to research further and discuss with colleagues.

What worked well:

I believe there are few key factors that helped improve students' writing skills and assisted them in the achievement of the unit's learning goals. Firstly, the use of modelling to explicitly teach how to write descriptively was useful in demonstrating to students how to write a descriptive paragraph. The usefulness of this technique is particularly evident when you compare the first and second descriptive paragraphs. Students showed significant improvement in their ability to produce descriptive writing after the genre was explained and model given. Secondly, I believe that regular vocabulary building activities helped improve students' writing. Throughout the unit we looked at subject-appropriate vocabulary in different groupings such as; walking and talking verbs, adjectives, sense words etc. Grouping words together and having students apply them to their writing helped students to understand how and when certain vocabulary should be used and improved the accuracy and quality of their writing. Thirdly, I think that reinforcing the narrative structure repeatedly throughout the unit assisted students to write well-structured stories. At the beginning of the unit the whole class jointly deconstructed and identified the different narrative parts of a horror story. As holiday homework students then individually deconstructed a story of their choosing and identified different parts of the narratives. The narrative structure was again reinforced through the story planning sheets which broke down each section of the narrative. I believe this reinforced the importance of the structure and helped all students to produce engaging narratives. I will continue to use these three practices to help improve students' writing skills in future units.

Answering the question for inquiry: How do I cater for the students who have high and low written English language skills in the same ESL classroom?

Throughout this process of developing and implementing the inquiry unit I have learnt a lot about teaching practices that cater for the individual needs of students. Some of the teaching practices I have found useful in differentiating are as follows:

- Classroom discussion – giving all students opportunities to answer.
- Classroom participation – being mindful of students' abilities and confidence levels when asking students to participate. For example: asking a less confident student to read a familiar text because it is a safer option for them than answering a question on the spot.
- Checking for comprehension regularly.
- Making clear the purpose of each lesson.
- Providing extension work for high-level students that are designed with higher-order thinking skills in mind.
- Differentiating assessment criteria according to curriculum documents' suggested levels of achievement.
- Using data to inform focus of grammar instruction.

- The teacher working with individuals or in small groups to focus on a common area for improvement.
- Matching students of similar ability levels during peer-editing exercises.
- Activities that model and jointly deconstruct texts.
- Using graphic organisers such as the descriptive wheel (Appendix 2) that helps students build vocabulary.
- Different entry and exit points for students during classroom activities. For example: a high-level student may join in while the class jointly deconstructs a model, but may exit the activity before joint construction, so they can individually attempt the task.

What's next for the students?

After the completion of the horror unit students will be moving on to a film text and essay writing unit. It is hoped that some of the writing skills developed through this unit will be able to be applied to the students' future writing. In particular, I believe the editing strategies will be helpful across the class (not just for the higher-level students).

Learning Goals for the future:

Student 1: Continue to improve the variety of sentence structures through the introduction of relative clauses and other complex sentence structures. I will also be aiming to assist Student 1 to use not only teacher suggestions for editing, but also improve her own ability to recognise areas for improvement in her own and other's writing.

Student 2: Improve the student's spelling through the development of spelling strategies. I also intend to assist Student 2 to recognise the importance of different styles and genres of writing skills.

Entire class: This unit has demonstrated the importance of vocabulary building in the early stages. I therefore intend to continue the practice of introducing and reinforcing vocabulary throughout future units. Due to the diversity of student abilities in the class students will be further supported to develop their writing skills at an individual level through the collection and analysis of work samples.
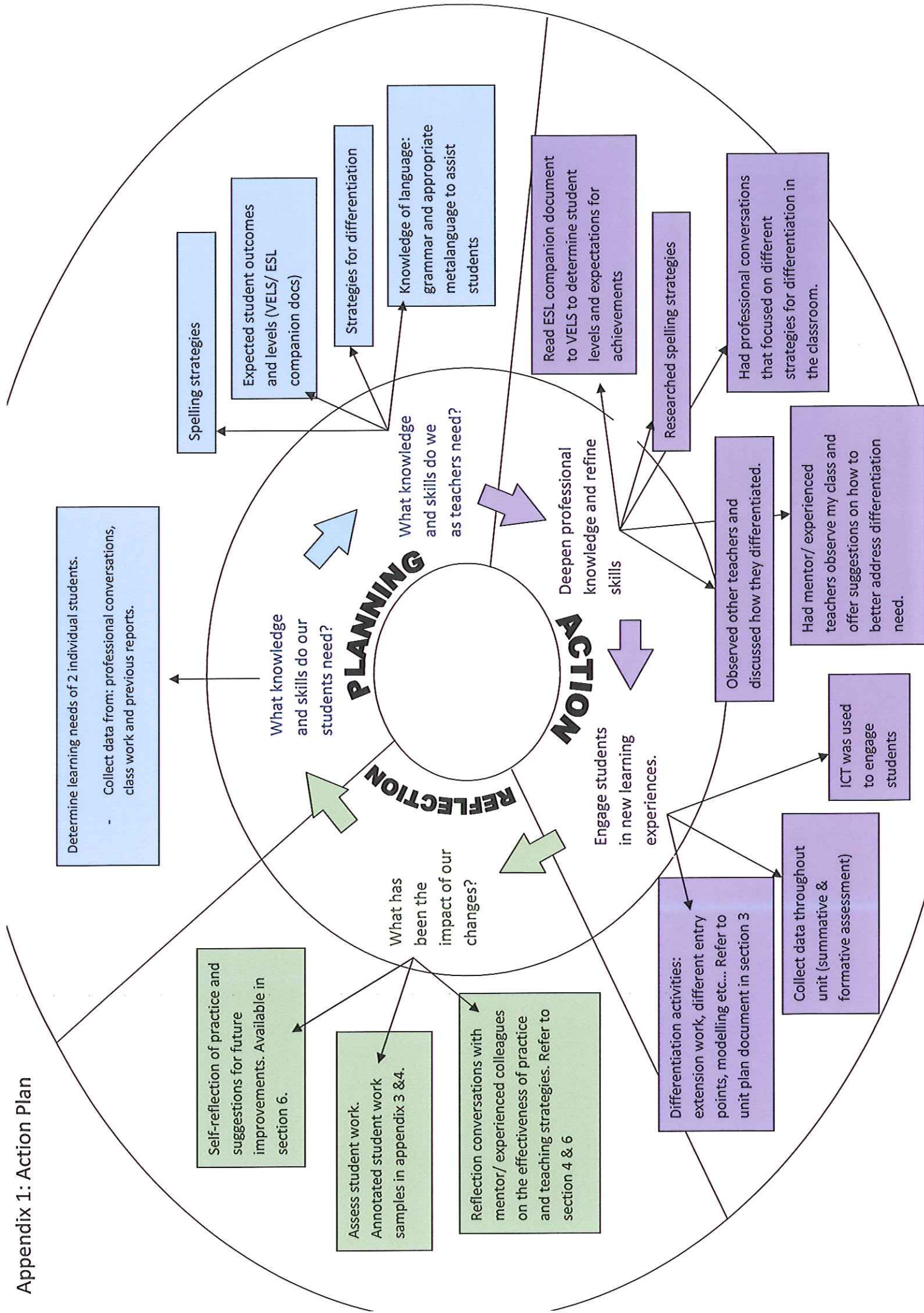
One of the important factors that I believe helped improve students' writing was building their vocabulary. Throughout the unit I incorporated a number of vocabulary-building activities that I believed helped students to not only learn new words, but also understand how and when they could be used. I think that an improved vocabulary helped students to write more accurately and more descriptively in their stories. Also, across the class students showed improved editing strategies. Student 1 was atypical compared to the remainder of the class, who not only used teacher suggestion, but self-editing to improve the accuracy of their final submissions.

Although it was important to collect a piece of work at the beginning of the unit, the comparison between the first and second descriptive pieces demonstrates the importance of scaffolding and modelling. This is a practice that I will continue to use to support students' writing, not just in the story-writing genre, but in other forms as well.

What's next for the teacher?

Through this process I have found real value in the practice of reflection; reflecting with colleagues and mentors, reflecting with students and reflecting individually. I therefore intend to maintain this practice in my teaching. Beyond this I will continue to develop my skills and knowledge through collegial visits and discussions, regular referencing to curriculum documents and regular collection and assessment of student data. The last of which, I have found to be absolutely crucial in ensuring that my teaching addresses the needs of individual students. Through the end of unit reflection data that I collected I am also now aware of how a teacher and a student's understanding of learning can differ. Therefore I have learned the value of explaining to students why they are learning a certain skill and this lesson will certainly be applied to my future teaching practice. In future units with these and other ESL students I think that it would be useful to incorporate spelling strategies as a regular part of the curriculum, this is one area that the cohort have had difficulties in and is something that can seriously impeded how their writing is understood. I therefore intend to make spelling a regular focus of the class. From this inquiry I am now more aware of practices that assist me to better student learning outcomes. I hope to continue the process of reflection to further improve, build and refine these practices to best cater for student learning.

Appendix 1: Action Plan

PLANNING
- What knowledge and skills do our students need?
- What knowledge and skills do we as teachers need?

ACTION
- Deepen professional knowledge and refine skills
- Engage students in new learning experiences.

REFLECTION
- What has been the impact of our changes?

Planning boxes (blue):
- Spelling strategies
- Expected student outcomes and levels (VELS/ ESL companion docs)
- Strategies for differentiation
- Knowledge of language: grammar and appropriate metalanguage to assist students
- Determine learning needs of 2 individual students.
  - Collect data from: professional conversations, class work and previous reports.

Action boxes (purple):
- Read ESL companion document to VELS to determine student levels and expectations for achievements
- Researched spelling strategies
- Had professional conversations that focused on different strategies for differentiation in the classroom.
- Had mentor/ experienced teachers observe my class and offer suggestions on how to better address differentiation need.
- Observed other teachers and discussed how they differentiated.
- ICT was used to engage students
- Collect data throughout unit (summative & formative assessment)
- Differentiation activities: extension work, different entry points, modelling etc... Refer to unit plan document in section 3

Reflection boxes (green):
- Self-reflection of practice and suggestions for future improvements. Available in section 6.
- Assess student work. Annotated student work samples in appendix 3 &4.
- Reflection conversations with mentor/ experienced colleagues on the effectiveness of practice and teaching strategies. Refer to section 4 & 6

Describing Wheel

Describe the topic by using your senses. Use phrases "like ...." "similar to ...."
"reminds me of ...."
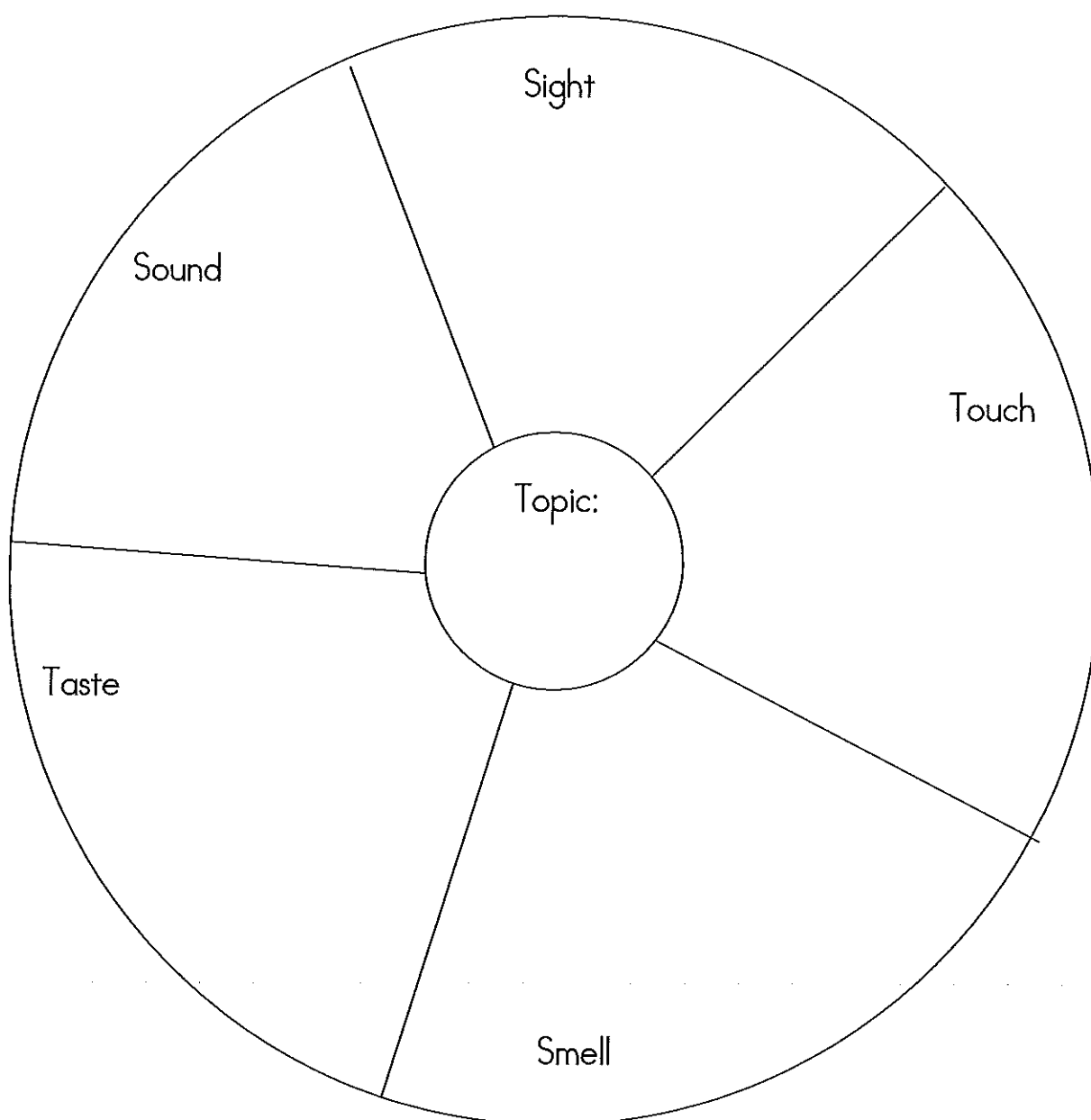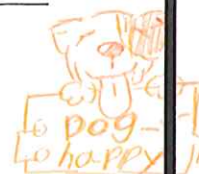
Sight

Sound

Touch

Topic:

Taste

Smell

Reflecting on the unit (horror writing)

A reflection is when you think about how well something was done and where improvements could be made.

Think about the unit we have just done, horror writing, and answer the following questions:

1. What did you enjoy doing while we learnt and wrote about horror stories? Why?

I enjoyed Playing games (description game) Because I like fun games.

2. What did you learn about horror writing?

I learn about when to use articles: 'a', 'the', 'an' and I learn scary verbs & adjectives.

3. How could the teacher make this topic more interesting for you?

We play more and good games. And watch more movies & videos

4. On a scale of 1-5 did this unit challenge you? Circle the number.

1 = this unit was easy & I did not learn anything new

5 = this unit made me try my best and I learnt new things to help me write the best story I could.

1   2   3   4   5

Reflecting on the unit (horror writing)

A reflection is when you think about how well something was done and where improvements could be made.

Think about the unit we have just done, horror writing, and answer the following questions:

1. What did you enjoy doing while we learnt and wrote about horror stories? Why?

I enjoyed doing the writing about blood & gutts in a horror stories because I like violance & horror thing / incredbes scenes.

2. What did you learn about horror writing?

Being creative & write more verbs, And adjectives, Also it helped me to improve on my Grammar.

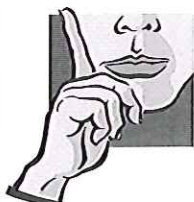3. How could the teacher make this topic more interesting for you?

Do anything intresting not boring.

4. On a scale of 1-5 did this unit challenge you? Circle the number.

1 = this unit was easy & I did not learn anything new

5 = this unit made me try my best and I learnt new things to help me write the best story I could.

1   2   3   4   5

This Month 1 2 3 4.
5 6 7 8   Date. _____
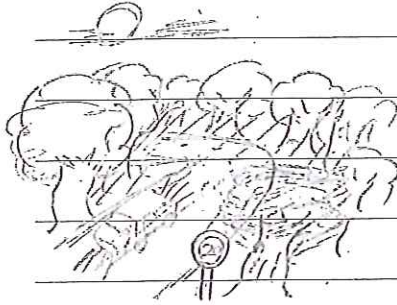9 10 11 12 □Mon □Tue □Wed □Thu □Fri □:

subject-appropriate vocabulary

simple sentences

A man drived a road. That rode was to dark
and spooky. That rode didn't have light. and
Someone was not their. It was terrible.
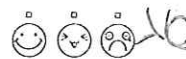
compound sentence

A boy lived in apartment.
He walk on stairs. That was
long.

→ *changed setting.*

Appendix 4: Student 1's data – second descriptive piece

This Month 1 2 3 4
            5 6 7 8
            9 10 11 12

Date.

□Tue □Wed □Thu □Fri □Sat   □Mon □Tue □Wed □Thu □Fri □Sat □Sun

dark
and
.

tment,

That was

Sight:

The graveyard is dark and spooky, The church is big and tall. The grave stone is big, rough and cold. The Sky is very dark but the stars and moon are light, shining down upon me

Sound:

The graveyard is quiet and I can hear windy sound. The owl sound likes scary, I can hear tree branches scratching against each other.

Smell: The

The grass smells damp, I can smell sweet flowers.

Touch:

The gravestone is very cold and tough. The grass is cold and ground is hurd.

same vocab from first piece

using sense of sound as well

The graveyard is dark and spooky, The graveyard is very quiet and I can hear windy sound. The Church is big and tall, The owl sound likes scary. I can hear tree branches scratching against each other. The gravestone is big, *sense of touch* rough and cold. The grouestone is very cold rough and the grass is cold and ground is hurd. The grass smells damp and I can *sense of smell* smell sweet flowers, The Sky is very dark but the stars and moon are light, shining down upon me. ←*complex' sentence structure*

Students uses a lot of adjectives to describe different senses.

©pinkfoot

□: Mia △: Jack

annotation: articles missing throughout piece.
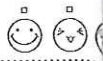
annotation (left margin): Orientation: introduces character & setting. Minimal description.

[Mia] lived in City. She was little girl. and She liked bread. One day she moved house to Country of village. The village was not big. This village had a little bakery. ~~A~~ the baker lived in the little bakery. Just he worked at the bakery. Every day after school at 4o'clock □ / wenty to the bakery. The bakery looked ~~the~~ dark and not very hot. *annotation: descriptor — sense of touch.* And other People didn't visited bakery. "Excuse me, where is the rolls cake?" | Mia | said slowly. *annotation: the^* ~~the~~ A baker just Pointed Corner. The rolles cake was

annotation: describing feelings of character. Good vocab choice.

$11. She felt odd because the baker didn't talk and he didn't show his face. He used big white surgical ~~l~~ mask. and he used chef tall hat. ✓

annotation (left margin): description of baker is mysterious and fits with characters of the horror genre.

His mask was very hight and hat was low. So | □ | I couldn't see his face. One day | □ | had her Pajamas Party. She went to bakery again. "Excuse me, Mr. ?" | □ | said quietly. "How much is it?" "..." the baker didn't say anything and he showed receipt but he never showed his face. "Mr. What is are your name?

annotation (left margin): Student builds tension & mystery through dialogue

my name is | □ |." but he ~~did not~~ said anything. nothing At Pajamas Party | □ | asked to her friend "Hey! Do you know the little bakery?" friend said "I don't know. Do you know?" and other friend said "This village doesn't have bakery." | □ | got shock. Next day | □ | asked neighbor old men. "Hi, Do you know little bakery?" he said "Bakery? What bakery?" | □ | said quietly. "Because, Every day I went to the bakery.". he said loudly

Goose bumps - 소름

This Month

resolution to the mystery

" Baker died "7 years ago!" " Whaaaaaat!? She got shock again.... Then She can heard it "The baker name was Jack he died 7 years ago because he had Gas explosion!" After school She went to bakery again. The bakery window *was broken* brock and it looked ~~like~~ dank. Yes,

[ ] *saw a* Showed ~~ggost~~ Now Some People ~~saw~~ (could see) that ~~ggost~~ at the old bakery.

Then he hart his face. " —————

We use 'A' & 'The' infront of nouns.

any cat A cat walked across the road.

this cat The cat walked across the road.

Everyday Mia went to a bakery.

The bakery looked dark. At the bakery worked a baker.

Don't use 'a' or 'the' in front of

* Proper nouns (countries, names)
* Plural nouns (can't use with a)
* mass count noun
  a information x
  th .. ✓

Left margin fragments:

Tue Wed Thu Fri Sat

and
ise to
i).
lived
ery.
the bakery
very hot.

said slowly.
e was
talk and
white
that.
s low. So
" had
ain.
nuch is it?"
wed receipt.
s
e your name?
Pajamas
You know
Do you know?"
ave bakery."
d
bakery?"
e said loudly

©pinkfoot

— Horro Story — [Baker]

teacher-directed editing of articles

Mia lived in (a) City. She was (a) little girl and she liked bread. One day she moved her house to country of village. The village was not big. This village had a little bakery. A baker lived in the little bakery. Just he walked at the bakery. …. *spelling error most likely related to phonetic/ pronunciation confusion*

Every day after school at 4 o'clock Mia went to the bakery. The bakery looked like dirk and not very hot. And other People didn't visited bakery.

"Excuse me, where is a roll cake?" Mia said slowly.

A baker just Pointed corner. The roll cake was $11. She felt odd because the baker didn't talk and he didn't show his face. He used a big white surgical mask and he used a chef tall hat. His mask was very high and hat was low so Mia couldn't see his face. One day Mia had her Pajamas Party. She went to the bakery again.

"Excuse me, Mr.?" Mia said quietly… "How much is it?"

"…." the baker didn't say anythink and he showed a receipt but he never showed his face.

"Mr, What is your name? My name is Mia." she said. …

But the baker said nothing. At Pajamas Party. Mia asked to her friend. "Hey! Do you know the little bakery?" friend said. "I don't know. Do you know?" and other friend said "This village doesn't have the bakery." Mia got shock. Next day Mia asked neighbor old men. "Hi, Do you know the little bakery?" the old men said "Bakery? What bakery?"

Mia said quietly, "Because, Every day I went to the bakery." he said loudly "The Baker died 7 years agu!!", "whammaate!!" She got shok again…. Then She could heard that old man "The baker's name was Jack. He died 7 years ago, because he had gas explosion, then he lost his face. So the baker hurt his mouth and eyes." *added since draft.*

Afterschool Mia went to the bakery again. The bakery looked like horrific and window was broken. Mia felt most ghastly *horror vocab. but not right context* and she Sorma crazy because she saw and talkes to the ghost… Now, some People could see the baker ghost at the old bakery.
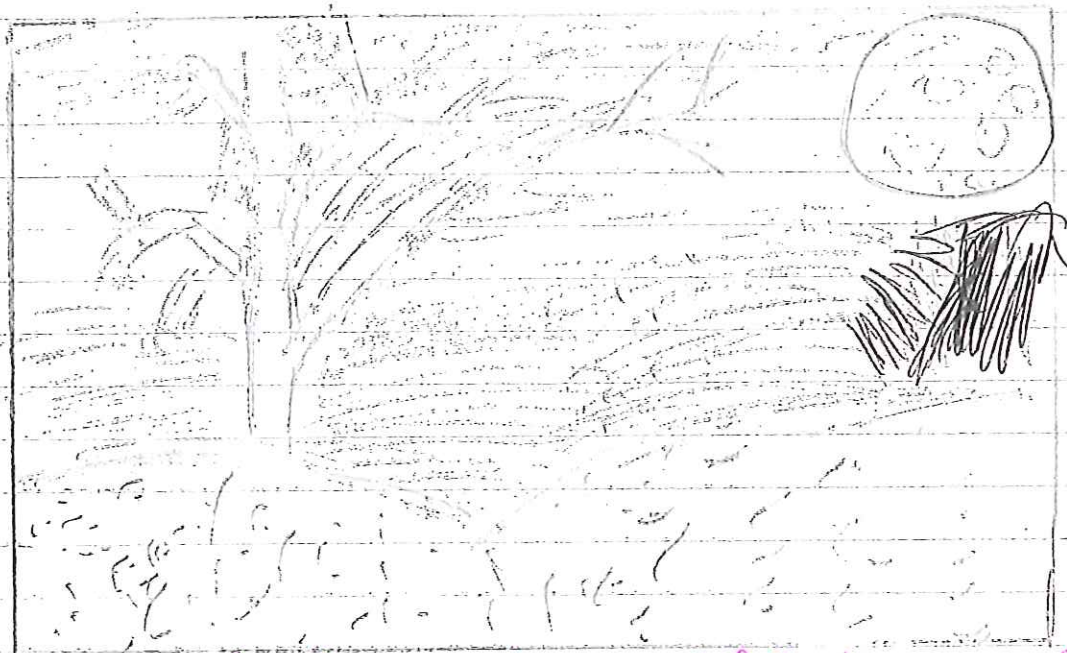
— THE END —

added more adjectives to describe bakery compared to draft.

Except for this last bit, the only edits made by the student were based on the teacher's corrections.

18/6/2012 complete.

Pic

Explaining / justifying the 'scariness' of the image – unfamiliar with text-type which does not require justification

This setting is spooky because it is in the middle of the night and all the trees are dead. it looks Like it is in the cemetery where it is all fogy & Dark in the night.

uses adjectives to describe the cemetery

understanding that 'night' is often considered scary.

Shrea

Sight: As soon as I walked in the graveyard I thought it was hunted, fogg is passing across the grave yard it was coming the church. Tall Stones were are broken & the words are difficult to read the moon was so bright that gave the stones the ~~smaller~~ shadow

(pink annotation: evidence of editing as this is not included in final paragraph.)

Touch: I am walking more futher & I felt a squrshy mud My whole foot we got in the mud as soon as I toke it out it felt chilling. I ~~went~~ am walking through bushes it felt so scary.

Smell: soon as I went past the bushes, the mud smells the wet & the ~~flour~~ (flower) smell really Rotten.

(underneath: flower   flour)

Sound: I am hearing a wind hitting my face, ~~Ratt~~ the toees scratching aginst the church, the trees swishing made me feel someone is following me.

(pink annotation: sense of touch described)
(pink annotation: scary adjectives to describe nouns)

As soon as I walked into the ~~a~~ dark & spooky graveyard it look haunted, Fog & wind passing across church ~~covered~~ the Tall stones covers the church and the words on the stones are difficult to read & the stones are slimy, cold & ~~smelly~~ Dusty, ~~Some~~ the Surface of the graveyard is muddy, when I walk it make a squish sound the trees scratches against the church spooky. ghostly music ~~is~~ comes from the church & the trees Rates Made me feel some-one is following me.

(pink annotation: sense of sound)
(pink annotation: evidence of editing with crossed out words.)

1 · 8 · 2012

STORY writting   Avoied once upon a time

walking verbs to make more interesting

Bruce stumbled on his way to (Jenny)'s house.
they were about to go camping in the
~~delux~~ jungle. their ^parents^ percants did not allowed
them to go camp in the (delux) jungle ~~because~~ there
was a female called Sin cara ^who^ went camping in
the ~~delux~~ jungle & never^returned.

Jungle description uses more than one sense

Bruce & (J)enny decieded to ~~ignor~~ Ignore their
(P)arents & go camping twithout telling anyone.
They ~~both~~ meet each other ^at^ a park. ~~was~~ soon as the
sun rises, on their bikes.

^they ride to the jungle^

when

Bruce & Jenny arrive^d at the jungle. Jenny
was feeling a bit chilli^y~~ng~~ when ~~they got there~~ near
~~the Bull~~ jungle. Animals sounds, barking all over the jungle.
Soon as ~~they Put~~ (our) feets on the ground a snake just
~~went~~ went passed them. "It's alright" Bruce ^whispered~~ said~~ it to (J)enny.
There heading off to find somewhere to camp but
the jungle was all mudoly they were afraid to fall
down a mud puddle or get sucked by a
quick sand. storm is going to hit soon
the sun is seating & they were frightened on the first night.
trees are jiggling, branches are breaking. all of ^a^ ~~is~~
~~the~~ sudden ✓ a gorilla running past them and all they
did was staying still & not moving a muscle until
he is gone. ~~The next day~~ ^the sun rises^ & bruce was hungry
& he had a choice of eating a bug or a
food from the food supplies. So he decieded to eat
a fat hairy bug but he liked it, it tasted like ~~chick~~
chicken with BBQ Suace. "that's odd" (J)enny
said. "what is it" Bruce asked.
"there is a path in here & the sign say's mr (d)ec's
house." Jenney said in wonder.
So the two boy's decided to follow
the path, the boy's found the house it look
like a huge castle but it is broken & messed
up with trees covering the walls.

self-editing in draft stages, changing 'said' to 'whispered'

tense consistency: inconsistent between paragraphs, but consistent at sentence level

The boys were so cautious about going in. Bruce said to Lenny "okay, man up & let's go in." *stuttering*
(L)enny replied mumm*bling* 'bu,.. bu.... but!"
"No but, let's go" Bruce said.
So they opened the door & it maked a squreky ^ea ✓
sound. In side it smelled roten, poo, pres, & dead body(s). So they went in and found the rooms but asoon as they entered the house the door shuts lovolly "LOL" Bruce said. They kept on walking (L)enny was busting so he went to the toilet without telling Bruce. Bruce saw a black thing went past the cora door. So he knew it was a ~~gost~~ ghost. "sin cara! SIN CARA b" the ghost was saying. *Story incomplete when draft was submitted.*

Self-correction focus:
① tense – underlined n orange
② capital letters – circled in red
③ finishing story.

Feedback given to student on draft in red & orange. Annotations related to student learning in pink.

Characters – minimal description of characters' personalities or appearance.

Annotation key (top right):
BLUE – description & mechanics
PURPLE – narrative structure.

THE AMACON

[Annotation: integrated newly learnt walking verb.]

[Annotation: hook at the beginning, interesting verb use to make it more engaging.]

[Annotation left: Orientation: tells what they intend to do, plus a problem – the parents.]

Bruce stumbled on his way to Lenny's house. They were about to go camping in the Amacon Jungle. Their parent did not allow them to go camp in the huge jungle because there was a woman called Sin Cara went camping in the AMACON jungle and never returned or heard from hear.

[Annotation left: used dialogue to show different personalities instead of telling the reader]

[Annotation right: orientation – introduces characters, and progresses story to lead into complication.]

Bruce rang Lenny a day after the conversation with their parents, Bruce said, "okay listen, we should ignore our parents and go camp, I m so BORED!!"
"I don't know about that, what about the girl it will happen to us." Lenny replied. Bruce replied in a loud voice, "OH come on don't be a loser! Every thing they said was rubbish." After their talk Bruce convinced Lenny to go camp with him in the jungles. So Lenny and Bruce meet each other on the park when sun rises and ride to the jungle on their bike.

[Annotation: describing sounds to add to description.]

[Annotation left: using some horror vocab learnt through unit.]

[Annotation right: inconsistent use of tense, jumps to present tense.]

When Bruce and Lenny arrived at the Amacon jungle Lenny was feeling a bit chilling, terrified and scared about disobeying his parents. Animal's sound, barking, tweeting and roaring all over the jungle. As soon as they put their own feet on the ground a snake went past. "It is alright," Bruce whispered to Lenny. The Amacon jungle was all muddy they were afraid to fall in a muddy puddle or get sucked underground with quick sand. Storm was going to hit soon the sun has set and they were frightened on the first knight. Trees are jiggling, branches are cracking, all of the sudden a gorilla runs past and all they did was staying still and not moving a single muscle until the gorilla is gone.

[Annotation: trying to show reader character, could have used a talking verb such as mumbled.]

The next morning Lenny woke up early and went for a walk and came back with eerie news to Bruce. "Hey Bruce wake up!!!" Lenny said
"What is it," Bruce said in laziness
" There is a path and a sign that says to Mr. lee's house," Lenny said
"Whaaaaaaaaaaaaaaaaaaaaaaat?" Bruce was questioning him self.
"Come on, let's check it out!!!!" Lenny said

[Annotation right: describes what the house looks like.]

When they arrived, a tornado looking cloud is right on top of the haunted house. It was all broken, covered with trees and the door was spooky and shattered in small parts and it was dank when they got near the house.

[Annotation left: Complication arises, they're locked in house.]

[Annotation left: varied talking verb, but incorrect use, 'stuttered' would have been better.]

The boys were so cautious about going in. but Lenny was really frightened and stood still staring at the haunted house. "Okay man lets go" Bruce said
Lenny replied mumbling "bu...bu.but."
"No but, you are the one who brought us here," Bruce replied.
As soon the got in the door shut loudly behind them. "LOL" Bruce laughed for a 1 second. In side it smelled like old, rotten, poo, piss and dead skins of humans. Lenny wanted to go to the toilet. So they both split up without paying attention so when Bruce was by him self a black dusty cloud pops right in front of him saying " bruuuuce, bruuce" repeatedly.

[Annotation right: use of smell to add another dimension to description.]

[Annotation right: describes scary character]

So then he started shacking and his skin turned a bit white. The ghost looked like a young teenager with scratches on her face and a moll under her mouth, her teethes were spiky like a vampire. Her eyes were fully black.
Bruce said to Lenny run for your life, when he looked back there was no one so then Lenny showed up and asked "Bruce what happen?"

"I think I saw Sin Cara," Bruce replied whispering

"Where?" Lenny asked

" I saw here as a ghost" Bruce said terrified.

So then Lenny went to look for the ghost and looked back and Bruce disappeared, Lenny was yelling "BRUCE! Can you hear me? BRUCE!!!"

So then Stan lee comes in and said in an angry old mans voice, "BRAINS!!! BRAINS."

Tension escalates when Bruce goes missing.

Stan lee is a zombie and a vampire at the same time; his skins are ripped that you can see his face and a half of his skull. Blood was dripping from his Vampire tooth, he has one red eye and the other is popped, his legs were scratched with claws with 3 toes on each leg and 3 ½ of fingers.

→subject verb agreement is correct, but should have used singular subject, 'sk in'

Climax, the problem gets worse with the introduction of another scary character.

Lenny ran for his life until he fell in a zombie trap that made Lenny really dizzy and fell to the ground so the Stan lee grabbed Lenny's neck so he could come back to life after he is dead with what's left for him

Bruce got really frightened so he could not move one hand because blood can't access to his arm veins because the ghost blocked it. Once he was tired Sin Cara cursed Bruce with a mark that said SinPower under his neck 5 min later he was shacking, yelling in pain, and suddenly his eyes turned completely black and dust was surrounding him and then he disappeared and never returned.

Police investigation failed to find the two missing boys Bruce and Lenny.

3 months later Lenny comes back to life with 1 arm and his full head without a nose and one left leg. One night he went to his family and killed them all one by one.

Resolution, reader learns the fate of the two boys.

The end

Comparison to draft:

- Obvious improvement in student's use of capital letters and tense (these were target grammatical items from the teacher).

- After peer-editing activity the student received a suggestion to describe the main characters in more detail. The student achieved this through dialogue that showed the characters' personalities in the orientation.

- Discerned & deleted some irrelevant information in his story that was not important to narrative.