

## PPAT® Assessment

### Library of Examples – English Language Arts

#### Task 3, Step 1, Textbox 3.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 3.1.2 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

**The work you submit as part of your response to each task must be yours and yours alone.** Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

#### Guiding Prompt for Task 3, Textbox 3.1.2

- What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.
- How do the instructional strategies connect to the learning goal(s) to facilitate student learning?
- What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

#### Example 1: Met/Exceeded Standards Level

- The instructional strategies I will use is to model by thinking aloud, a guided worksheet/assessment, Hammurabi handouts, small group discussion, & a GO. I will also tap into prior knowledge by talking about the information they learned in SS during the Hammurabi lesson. Modeling by thinking is very important for this lesson. Brainstorming can be hard unless you know how to do it, & by thinking aloud students can see/hear the process. The brainstorming worksheet will be projected onto the whiteboard & I will write my thoughts on there so students can get a visual of what their worksheets should look like. I will hand out the same worksheet with specific brainstorming questions to help guide their thought processes. The Hammurabi handouts will serve as a resource students can use while they think of story elements, & I will use the handouts/articles while I model the brainstorming process. By having students discuss some answers in their small groups, they may come up with more ideas for their own story. I will also give students a GO to help sequence the events & organize the elements of fiction they brainstormed. I will display a GO I completed on the whiteboard so students can see an example.
- The learning goals are that students will be able to brainstorm ideas for a narrative using the elements of fiction and one of Hammurabi's codes. I want students to think thoroughly

as they brainstorm ideas while using their resources to include accurate information from the time of Hammurabi's reign. Thinking aloud while modeling is the best way to show students what is expected of them when they complete their own worksheet. The goal is to also have students organize their brainstorming ideas, & the GO will serve as a guide to help meet this goal. Small group discussions will get the students to think deeper because their peers will have additional ideas that I did not model.

- c. I chose a variety of instruction for this lesson. I am speaking to the whole group during the modeling process so that each student is on the same page and can see the steps in brainstorming & organizing ideas. The students sit in small groups every day, & I moved the students to seats according to their academic & attention levels. Because the students have a small discussion, I want them with a group where they feel focused and comfortable. Not much time will be spent in small group because this lesson is more for the individual since each student has to write their own narrative. With that, most of the class time will be spent doing individual work. I want students to have plenty of time in class to ask questions and complete as much of the brainstorming and GO as possible.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 and ask yourself:**

- What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?
- Where does the candidate connect instructional strategies and learning goals?
- How does the candidate justify the type of group instruction planned for the lesson?
- Why is the analysis of instructional strategies ***informed***?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. I plan to use the following instructional strategies to engage students in the lesson and enhance student learning: Make connections • Making connections helps facilitate student learning because it forces students to show how a text relates to them, other works of literature, and/or world events. Furthermore, making connections furthers understanding of both the text and its implications. This will help students appreciate and remember the text's significance and apply it to their daily lives. Compare and contrast • As students compare their personal experiences, works of literature, and/or world events with selected texts, they make text-to-self connections, text-to-text and/or text-to-world connections. • Contrasting ideas examines the differences between literature and leads to analyzing authorial intention and style. Track cause and effect • Tracking cause and effect requires students to gain a deeper understanding from the text. Events and actions often set other events and actions in motion; therefore, when successful readers notice that the plot of a work is changing, they should try to figure out why and predict consequences. This often leads to making inferences while reading. Make inferences • Inferences are guesses based on textual hints and prior knowledge. Students should use what they know about people, their situation, their problems, and their choices to fill in information suggested by the story. Successful readers employ this strategy because authors expect readers to fill in the gaps, read between the lines, and provide their own ideas and explanation for things not explicitly stated in the text, thus demonstrating a higher cognitive understanding of literature. Grammar Lessons • Consistent practice in identifying and applying the correct conventions of Standard English grammar improves students' understanding of the English Language. Therefore, I try to implement various forms of grammar lessons two or three times a week. Reading • Reading consistently has great impact and effect on

readers' levels of comprehension. This lesson requires students to read and annotate in order to gain a deeper understanding of literature. • The lesson activities and formative assessments I plan to execute are compiled from short stories designed to facilitate student learning through making inferences, finding implied meanings, differentiating why meaning is implied rather than stated directly, what kinds of clues imply meaning, and how good readers draw conclusions. Writing • Writing facilitates learning because it specifically relates to Language Arts. The journal prompt bellwork will reference a theme from a previous lesson's short story and require students to make a personal connection to the text by determining how forgiving they are when a friend lets them down. Group/partner work • Participating in group work will differentiate instruction by allowing students to discuss their work in a non-judgmental setting. Discussion(s) • Participating in discussion(s) requires students to demonstrate communication skills while discussing their understanding and application of reading strategies learned in class.

- b. Each instructional strategy is based upon a specific learning goal and/or Standard. In order to fulfill CCSS.ELA-Literacy. RL. 9-10.1., students must be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students' ability to do so rests on making connections, recognizing comparisons and contrasts, tracking cause and effect, and making inferences while reading. These reading strategies build on each other; therefore, students should be able to read and comprehend literature, in accordance with CCSS.ELA-Literacy. RL. 9-10.10. The above connects to the learning goal that students will be able to identify, understand, and utilize the following reading strategies in their work: making connections, tracking cause and effect, and making inferences. In addition to reading and comprehending literature, students will also fulfill CCSS.ELA-Literacy. W. 9-10.1. To encourage this practice, I will ask students to write a journal prompt, annotate reading selections, and use textual evidence to support their claims in whole-class discussions, individual, and group work. Reading and writing at a high level also invites students to initiate and participate effectively in a range of collaborative discussions, as indicated by CCSS.ELA-Literacy. SL. 9-10.1. Group/partner work and classroom discussions fulfill this Speaking and Listening Standard. An instance in which both group/partner work and classroom discussions can be used include grammar reviews. This demonstrates CCSS.ELA-Literacy. L. 9-10.1, command of the conventions of Standard English grammar and usage when writing or speaking, and connects to the learning goal that students will be able to identify subjects and verbs in a sentence.
- c. I plan to use cooperative learning to facilitate student learning. Cooperative learning is a student-centered approach because it requires student to take responsibility for their learning and development. This makes students active and engaged participants in their learning. I will make use of this learning theory while pre-testing each student's ability to make inferences while collaborating with partners. Each group will receive a different passage and respond to the corresponding questions. Each question asks students to make a logical inference based on textual details. Students will be required to explain their answers in detail. Each student will be responsible for one of the following tasks. One student will read the passage, another will record the group's input, and a third student will present their findings to the class. I will divide students into groups based on skill level, pairing higher functioning students with lower functioning students to ensure student understanding for every member of the class.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 and ask yourself:

- What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?
- Where does the candidate connect instructional strategies and learning goals?
- How does the candidate justify the type of group instruction planned for the lesson?
- Why is the analysis of instructional strategies *ineffective*?

### **Suggestions for Using These Examples**

After writing your own rough draft response to the guiding prompts, ask the question, “Which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.

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